DOCUMENT RESUME

ED 217 018 SP 020 235

TITLE	Physical Education. A Program For All Seasons. Grades 7-12.
INSTITUTION	Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.
SPONS AGENCY	Idaho State Dept. of Health and Welfare, Boise. Div. of Consumer and Health Education.
PUB DATE	Jan 82
NOTE	267p.
AVAILABLE FROM	Idaho State Department of Education, Len B. Johnson Building, Boise, ID 83720 (Free while supply lasts).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adapted Physical Education; Athletic Equipment; *Athletics; Curriculum Development; Curriculum Evaluation; Human Posture; *Physical Activities; *Physical Education; *Physical Fitness; *Psychomotor Objectives; Secondary Education
IDENTIFIERS	Idaho; *Program Objectives

ABSTRACT

This curriculum guide provides the basis for planning physical education programs for seventh through twelfth grade students in Idaho. Included are: (1) philosophy, goals and objectives, and guiding principles; (2) introduction to junior and high school student characteristics with implications for physical education program design; (3) a 135-item self-appraisal checklist for program evaluation adapted from a checklist prepared by the Ohio State Department of Education; (4) posture evaluation techniques; (5) time allotments for a variety of physical education program activities; (6) performance objectives for selected sports; (7) a scope and sequence chart for an optimal physical education program; (8) suggested instructional outlines for aquatics, archery, basketball, bowling, gymnastics, cycling, fencing, field hockey, flag football, dancing, fitness and conditioning, golf, handball, jogging, self defense, softball, skiing, soccer, tennis, track and field, wrestling, and volleyball; and (9) adapted physical education provisions. Appendices contain court and equipment diagrams, a parent information letter, physician medical form, accident report form, and tournament designs. An equipment checklist, guidelines for trampoline safety, and a bibliography are included. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2170018

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
R. Kearns
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PHYSICAL EDUCATION

A PROGRAM FOR ALL SEASONS

GRADES 7-12

SP 020 235

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PHYSICAL EDUCATION FOR IDAHO PUBLIC SCHOOLS

Grades 7-12

IDAHO STATE DEPARTMENT OF EDUCATION

Division of Instructional Improvement

Prepared by
Statewide Physical Education Curriculum Committee

January, 1982

DONALD J. CARPENTER
Associate State Superintendent
Division of State-Federal Instructional Services

JERRY L. EVANS
State Superintendent
of Public Instruction

STATE BOARD OF EDUCATION

1982

Cheryl Hymas, President	Jerome
Eugene L. Miller, Vice President	Coeur d'Alene
Nels L. Solberg, Secretary	Grangeville
J. Clint Hoopes, Member	Tetonia
Robert L. Montgomery, Member	Boise
Leno D. Seppi, D.D.S., Member	Lava Hot Springs
Janet S. Hay, Member	Nampa
Jerry L. Evans, Ex Officio Member	Boise

TABLE OF CONTENTS

I. Philosophy . . . . .

II. Goals & Objectives . . . . .

III. Guiding Principles . . . . .

IV. Learner Characteristics . . . . .

V. Self-appraisal Checklist . . . . .

VI. Posture Evaluation . . . . .

VII. Time Allotment to Content . . . . .

VIII. Performance Objectives . . . . .

IX. Scope & Sequential Design . . . . .

X. Sample Instruction Outlines . . . . .

XI. Adapted Physical Education . . . . .

XII. Appendices . . . . .

XIII. Annotated Bibliography . . . . .

FOREWORD

It has been a long established fact that physically active people feel better, look better, and meet daily challenges with greater confidence.

Physical Education programs can teach our young people the knowledges, attitudes and skills necessary to establish sound physical activity habits which will last a lifetime.

In order to accomplish this, physical education programs must do more than simply teach sports for the sake of playing sports, but rather place a major emphasis on the development of fitness, gross motor and fine motor skills through a variety of activities.

It is hoped that this publication will help Idaho schools in the planning and development of viable, relevant physical education programs which will reflect the philosophy of lifelong lifegiving skills for all youngsters.

Jerry L. Evans

JERRY L. EVANS
State Superintendent
of Public Instruction

ACKNOWLEDGEMENTS

Grateful acknowledgement for providing funds for the preparation of this curriculum is extended to the Idaho Department of Health and Welfare, Division of Consumer and Health Education.

Acknowledgements are also extended to the Idaho Alliance for Health, Physical Education, Recreation and Dance, Ohio State Department of Education, New York State Department of Education, South Carolina State Department of Education and Texas State Department of Education for contributing materials and ideas to this project.

Special thanks are due also to the Idaho State Department of Education Physical Education Curriculum Committee, their school districts and the numerous other professionals who have offered their assistance in reviewing and evaluating the materials contained herein.

PHYSICAL EDUCATION CURRICULUM COMMITTEE

Rick Kearns (Executive Secretary)	Idaho State Department of Education	Boise
Rebecca Shaw Swartz, R.D.	Idaho State Department of Education	Boise
Robert West	Idaho State Department of Education	Boise
Mike Morris, Ph.D.	Idaho State University	Pocatello
Mac Cassell, Ph.D.	Idaho State University	Pocatello
Phyllis Bowman	Boise State University	Boise
Jeanne Bauwens	Boise State University	Boise
Dorothy Zakrajsek, Ph.D.	University of Idaho	Moscow
Jerry Harris	University of Idaho	Moscow
Marilyn Gebhardt	Boise Independent School District #1	Boise
Gary Slee	Boise Independent School District #1	Boise
Cathy Phelan	McCall-Donnelly School District #421	McCall
Willis McAllese	Challis School District #181	Challis
Dennis Boatman	Mountain Home School District #193	Mountain Home
Terry Jensen	Idaho Falls School District #91	Idaho Falls
Jim Carberry	Boise Independent School District #1	Boise
Loretta Sweatt	Nampa School District #131	Nampa
Dick Hollenbeck	Boundary School District #101	Bonners Ferry

PHILOSOPHY

Physical Education subscribes to the widely accepted concept of the unity of mind and body which is formulated upon sound physiological, psychological and sociological principles.

The overall aim of physical education is to maximize opportunities for attaining motor skills, physical fitness, knowledges, understandings and values through participation in movement experien and application of movement principles.

GOALS AND OBJECTIVES

1. To provide a planned, sequential program that will continue to aid in the progressive development of a physically educated person.

2. To foster an understanding of and favorable attitude toward physical activity and healthful living.

3. To promote optimal physical growth and organic vigor through activities designed to develop strength, endurance, power, agility and flexibility.

4. To develop motor skills and movement patterns necessary for successful participation in a variety of movement activities.

5. To provide program content that includes a knowledge of movement principles, concepts, rules, and performance strategies.

6. To develop values, appreciation and positive attitudes through participation in movement experiences.

GUIDING PRINCIPLES

ondary Physical Education programs ought to reflect:

- sound physiological, psychological, and sociological principles
- a balance of planned activities
- learning experiences that foster creativity, self direction, and problem solving
- sequential development of movement patterns and motor skills
- learning experiences that promote positive self concept and body image
- compliance with federal legislation; Title IX and P.L. 94-142
- opportunities for motor skill remediation
- teaching as a primary function
- efficient utilization of class time
- non substitution of physical education requirements by other extracurricular activities, i.e., varsity athletics, band, drill team, etc.
- class enrollments that do not exceed other classroom teacher/student ratios
- a junior high curriculum that is distinctively different from senior high
- normative evaluation -- student performance feedback
- substantive evaluation -- continual program assessment and evaluation

INTRODUCTION

Junior High

7-8-9

There is rapid muscular development accompanied by periodic stages of awkwardness and poor coordination which means that middle/junior high students may exhibit widely varied movement capabilities.

	CHARACTERISTIC	PROGRAM IMPLICATION
1.	Growth Spurt	Regular physical activity to enhance normal growth and promote a knowledge of the physical changes taking place.
2.	Awkwardness, Poor Coordination	Activities presented that ensure development of motor skills, hand-eye coordination and balance.
3.	Interest in new things - "adventure" oriented	Introduce a variety of activities, with a built in "success" model to ensure enthusiasm is not stifled.
4.	"Sports Crazy"	Provide an opportunity to learn the fundamentals of a variety of team and individual sports. Stress the need to "learn the basics".

INTRODUCTION

Senior High

10-11-12

The patterns of growth and development vary greatly between male and female students. Motor coordination and strength will improve for both sexes as they age. Both sexes become increasingly aware of and interested in their personal development and appearance as their adult drives become stronger.

	CHARACTERISTIC	PROGRAM IMPLICATION
1.	Personal appearance paramount	Stress the beneficial results of regular physical activity as related to "looks" (body tone, firm, slim, etc.)
2.	Weight gain, growth nearing completion	Continued regular physical activity to enhance growth and development
3.	Need for more autonomy of self	Provide experiences to make decisions, play "complete" games - perhaps choose electives.
4.	Increased sexual development	Increase the number of co-ed activities - perhaps making no distinction at all.

	CHARACTERISTIC	PROGRAM IMPLICATION
5.	Endurance Low	Work in a program of regular aerobic, strength and muscular and endurance activities. Ensure that the students know the whys of exercise, sleep and rest, and their effects on a growing body.
6.	Group Pressures - Desire to Belong	Team Sports - Stress Group - (Team) cooperation emphasize that each individual is needed to make a "team".
7.	Sexual Awareness	Provide a variety of co-ed activities - play down direct one on one competition or comparison between boys and girls. (suggestion - have double partners be mixed only)

13/A

	CHARACTERISTIC	PROGRAM IMPLICATION
5.	"Peer Power"	Ensure success in front of group -- try to make activity the "in" thing!

14/A

INTRODUCTION

7-8-9

Rapid muscular development, accompanied by periodic stages of awkwardness and poor coordination, means that middle/junior high students may exhibit widely varied abilities.

15

INTRODUCTION

10-11-12

The patterns of growth and development vary greatly between male and female students in high school. Motor coordination and strength will improve for both sexes. They will become increasingly aware of an interest in their personal development and appearance as their adult drives become stronger.

16

A SELF-APPRAISAL CHECKLIST FOR PHYSICAL EDUCATION IN IDAHO'S SECONDARY SCHOOLS

INTRODUCTION

The purpose of this self-appraisal checklist is to assist Idaho school personnel in their endeavors to improve the secondary school program of physical education. The checklist was modified by the Idaho Department of Education from the checklist prepared by the Ohio State Department of Education.

The checklist is organized into seven major categories which represent essential aspects of a secondary school physical education program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to personnel in any secondary school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items. The checklist may also be beneficial to evaluators during Northwest Accreditation onsite evaluations.

HOW TO USE THIS CHECKLIST

The Self-Appraisal Checklist for Physical Education in Idaho Secondary Schools contains 135 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school physical education programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator agrees that the statement describes the school's program. This extent is indicated by circling:

4, if the evaluator strongly agrees that the statement describes the program
3, if the evaluator agrees that the statement describes the program
2, if the evaluator is undecided
1, if the evaluator disagrees that the statement describes the program
0, if the evaluator strongly disagrees that the statement describes the program

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement; and a 0 indicates that the stated attribute is missing from the program.

A possible score is given for each category and for the total program, based upon a 4 rating for each statement. The actual score is the total of the ratings given by the evaluator and should be compared to the possible score to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between actual scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the intramural program.

1. PHILOSOPHY AND PRINCIPLES

Possible Score - 44 points
Actual Score - __ points

Circle appropriate response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1.	A written statement reflective of community values is available to all.	4	3	2	1	0
2.	The program is founded on the philosophy that physical education is education through the medium of the physical, rather than education of the physical.	4	3	2	1	0
3.	Physical education is regarded as an integral part of education and is dedicated to the same aim: the fullest possible development of all students in accordance with their capabilities and without regard to sex, race, or exceptionality.	4	3	2	1	0
4.	It is clearly understood by all school personnel that physical education is primarily a developmental experience and a mode of expression through movement and not a series of unplanned play periods.	4	3	2	1	0
5.	School personnel and students understand the following:					
	a. The values of physical education instruction	4	3	2	1	0
	b. The philosophical basis for including physical education in the school program	4	3	2	1	0
	c. The contribution physical education makes to the total education of the individual	4	3	2	1	0
6.	The belief is held by school personnel that the success of the program depends in part on the teachers' ability to present a rationale, including the philosophical basis, for a required program of physical education to students, parents, and the general public.	4	3	2	1	0
7.	School personnel recognize that in order to achieve the goals of the program, a wide range of activities must be included in the curriculum and much planning done in order to allow for the great difference in skill development of the pupils at any age or grade level.	4	3	2	1	0

8.	In planning the program, major consideration is given to providing opportunities for students to acquire a broad knowledge and understanding regarding the development and maintenance of the human organism through physical education activities and skill.	4	3	2	1	0
9.	Philosophic tenets, programs, policies and practices are reviewed, analyzed, for possible discrimination and necessary changes planned and implemented so as to be in full compliance with the law.	4	3	2	1	0

II. ORGANIZATION AND ADMINISTRATION

Possible Score - 96 points
Actual Score - __ points

Circle Appropriate Response

4 = Strongly agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly disagree

1.	All students in grades 7-10 enrolled in physical education classes and participate in an organized and progressive program of instruction. A minimum of 1 unit of credit for grades 9-12 is required for graduation.	4	3	2	1	0
2.	Students are not permitted to substitute other curricular or extracurricular phases of the school program (band, interscholastic athletics, drill team, intramural-athletics, health education, ROTC or clerical work) for participation in the physical education instructional classes.	4	3	2	1	0
3.	Written program objectives are reviewed and updated by a physical education curriculum committee annually.	4	3	2	1	0
4.	The program meets PL 94-142 and Title IX requirements.	4	3	2	1	0
5.	Students are excused from the physical education program only upon a written request from a physician. This request includes a statement suggesting types of activities for the student's condition and covers a specific period of time.	4	3	2	1	0
6.	If an adapted program is provided the school provides an IEP for each student in that program.	4	3	2	1	0
7.	Class level and the findings of a medical examination are major factors in assigning students to physical education classes.	4	3	2	1	0
8.	Students are grouped in physical education classes and activities according to the following:					
	a. Ability as assessed by objective standards of individual performance.	4	3	2	1	0
	b. Assessment of student's skills and progress in P.E. is based on performance standards which are consistent with the goals of the course.	4	3	2	1	0
	c. Health status determined by findings of medical examination.	4	3	2	1	0

9.	Instruction is offered in co-educational and co-recreational periods involving activities appropriate for such occasions.	4	3	2	1	0
10.	Although ideal facilities may be lacking, maximum use is made of all available outdoor and indoor space, including community resources.	4	3	2	1	0
11.	P.E. facilities and equipment are equally and comparably available and accessible to all students.	4	3	2	1	0
12.	A written course of study is available to help insure that a broad scope of instructional activities is presented in a progressive and sequential order. The course of study includes the following:					
	a. A statement of philosophy	4	3	2	1	0
	b. Units of instruction	4	3	2	1	0
	c. Sample lesson plans including suggested time allotments to assist the teacher in meeting unit objectives	4	3	2	1	0
	d. Evaluation procedures	4	3	2	1	0
	e. Policies and procedures section	4	3	2	1	0
	f. Student and teacher resources	4	3	2	1	0
13.	An accident policy has been developed with assistance from medical personnel. The policy covers the following.					
	a. Safety measures to prevent injuries in various activities	4	3	2	1	0
	b. First-aid procedures	4	3	2	1	0
	c. Accident and injury reporting procedures	4	3	2	1	0
	d. Evaluation procedures	4	3	2	1	0
14.	The school makes available an elective program scheduled on an open enrollment basis to all students who want to participate in physical education beyond the required program.	4	3	2	1	0

III. CLASS MANAGEMENT

Possible Score - 64 points
Actual Score - __ points

Circle Appropriate Response

4 = Strongly Agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly Disagree

1.	The program focuses on individualized instruction by the following means:					
	a. Students who need additional instruction receive it	4	3	2	1	0
	b. Students who are grouped and regrouped according to the movement skills they need to learn	4	3	2	1	0
	c. At times students are grouped in an area of activity in which they need to improve	4	3	2	1	0
	d. Students are placed in an activity which meets their level of proficiency	4	3	2	1	0
	e. Student profiles are maintained which reflect learning levels	4	3	2	1	0
2.	Students have the opportunity to do independent study by:					
	a. Contracting for the amount of study they are to accomplish	4	3	2	1	0
	b. Participating in practice sessions outside of class	4	3	2	1	0
3.	Coeducational experiences and activities are provided.	4	3	2	1	0
4.	Daily lesson plans are current and challenging to the students.	4	3	2	1	0
5.	Adjustments are made in the program for students with movement learning deficiencies.	4	3	2	1	0
6.	Class rules, procedures, and disciplinary measures are communicated to students at the beginning to each term and applied indiscriminately to all students.	4	3	2	1	0
7.	The class is organized in such a way that there will be maximum participation on the part of the students.	4	3	2	1	0
8.	Teachers use the entire class period for instructing students and do not take class time for grading papers or other non-instructional activities.	4	3	2	1	0
9.	Equal consideration is given to boys' and girls' classes in the distribution of supplies and equipment used in the program.	4	3	2	1	0
10.	Students are provided an opportunity to participate in an organized "student leadership program."	4	3	2	1	0

IV. THE STAFF

Possible Score - 8 points
Actual Score - _ points

Circle Appropriate Response

4 = Strongly Agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly Disagree

1.	All physical education teachers meet state certification standards for teaching physical education in secondary schools.					
	a. Staff members are selected following the guidelines for equal opportunity planning	4	3	2	1	0
2.	Staff members are knowledgeable and effective in:					
	a. Planning and organizing class work	4	3	2	1	0
	b. Establishing and maintaining positive student-teacher relationships	4	3	2	1	0
	c. Curriculum areas of physical education	4	3	2	1	0
	d. Using various teaching methods	4	3	2	1	0
	e. General public relations including participation in public life	4	3	2	1	0
	f. Relationships with other teachers	4	3	2	1	0
	g. Meeting their legal responsibilities	4	3	2	1	0
	h. First aid and safety procedures	4	3	2	1	0
3.	Staff members are following a current plan for personal and professional growth through participation in graduate or advanced work, workshops and conferences, meetings and conventions, and independent study.	4	3	2	1	0
4.	The school has a definite well-organized inservice education program for improving the quality of instruction in the physical education classes.	4	3	2	1	0
5.	A course of study committee (men and women) gives consideration annually to needed revisions in the program.	4	3	2	1	0
6.	The school is making continuous efforts to upgrade its program by striving for the following:					
	a. Daily instruction in physical education	4	3	2	1	0
	b. Adequate facilities and equipment	4	3	2	1	0
	c. Certified staff in physical education	4	3	2	1	0
7.	The qualifications and experience of instructors and community resource personnel are utilized to best advantage to achieve program objectives.	4	3	2	1	0

30

31

V. THE CURRICULUM

Possible Score - 84 points
Actual Score - __ points

Circle Appropriate Response

4 = Strongly Agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly Disagree

1.	A current curriculum guide is in use.	4	3	2	1	0
2.	The curriculum in physical education is planned with careful consideration to the scope and sequence of activities, and proper grade placement of activities and skills.	4	3	2	1	0
3.	The program is as comprehensive as facilities and personnel will permit.	4	3	2	1	0
4.	The physical education instructional program promotes self actualization through:					
	a. Team sports	4	3	2	1	0
	b. Individual and dual sports	4	3	2	1	0
	c. Rhythms	4	3	2	1	0
	d. Dance	4	3	2	1	0
	e. Gymnastics	4	3	2	1	0
	f. Games and relays	4	3	2	1	0
	g. Aquatics (when available)	4	3	2	1	0
	h. Fitness and conditioning	4	3	2	1	0
	i. Outdoor adventure activities	4	3	2	1	0
5.	The needs, characteristics, and values of the students are considered when determining the scope and sequence of the program.	4	3	2	1	0
6.	Up-to-date sources of curriculum materials are available to the staff.	4	3	2	1	0
7.	The opportunity to pursue indepth study of an activity is available to all students in the following ways:					
	a. Instruction (basic required - group and individual activities)	4	3	2	1	0
	b. Intramurals	4	3	2	1	0
	c. Library resources, including loop films	4	3	2	1	0
	d. Elective or supplemental programs	4	3	2	1	0

8. Needs assessment and Secondary School evaluations are considered when determining scope and sequence of the program.	4	3	2	1	0
9. Lessons are planned so that students have a challenging task at all times.	4	3	2	1	0
10. The school is making continuous efforts to upgrade its program by striving for daily instruction in physical education for each student and for facilities, staff, and equipment commensurate with such a program.	4	3	2	1	0

34

VI. FACILITIES AND EQUIPMENT

Possible Score - 96 points
Actual Score - __ points

Circle Appropriate Response

4 = Strongly Agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly Disagree

1.	A sufficient amount of money is budgeted each year to purchase needed supplies and equipment.	4	3	2	1	0
2.	Short and long range plans have been developed for equipment and supplies purchase and replacement.	4	3	2	1	0
3.	Facilities and equipment are available to community recreational programs.	4	3	2	1	0
4.	The outdoor area is adjacent to the school building and is large enough to provide for a variety of outdoor activities.	4	3	2	1	0
5.	The outdoor area is properly surfaced, graded, drained, enclosed and free from safety hazards.	4	3	2	1	0
6.	The gymnasium and auxiliary indoor teaching stations meet the following criteria:					
	a. Properly painted lines	4	3	2	1	0
	b. Free of safety and health hazards	4	3	2	1	0
	c. Large enough to accommodate all students	4	3	2	1	0
	d. Ceilings at least 22 feet in height	4	3	2	1	0
	e. Proper storage space	4	3	2	1	0
7.	Dressing areas meet the following conditions:					
	a. Dressing, shower, and toilet facilities are clean, sanitary, in good working order, and in sufficient quantity to handle the peak class load	4	3	2	1	0
	b. There is a storage locker or basket for each student	4	3	2	1	0
	c. There is one shower head for each four students during the peak load	4	3	2	1	0
	d. There are adequate benches and mirrors in the dressing rooms	4	3	2	1	0
	e. Enough lockers are provided to permit each student to be assigned a locker for storing street clothes	4	3	2	1	0
	f. Hair dryers are provided	4	3	2	1	0

8.	A towel system is provided which meets hygienic and sanitary standards.	4	3	2	1	0
9.	There is an adequate supply of games and activity equipment such as balls, bats, nets, paddles, clubs, archery tackle, mats, gymnastic pieces, and officiating materials.	4	3	2	1	0
10.	All equipment is checked frequently for possible safety hazards and any hazards are eliminated as soon as they are discovered.	4	3	2	1	0
12.	Community facilities and resources are used to enhance the scope of the instructional program.	4	3	2	1	0
13.	All facilities and equipment are made equally available to female and male students and instructors.	4	3	2	1	0
14.	Where separate facilities are used, they are comparable in quality and proportionate in number.	4	3	2	1	0

VII. EVALUATION AND GRADING

Possible Score - 84 points
Actual Score - __ points

Circle Appropriate Response

4 = Strongly Agree
3 = Agree
2 = Undecided
1 = Disagree
0 = Strongly Disagree

1.	A wide assortment of up-to-date assessment instruments are used in evaluating performance objectives.	4	3	2	1	0
2.	Evaluation of student progress is based on the following:					
	a. Meeting performance objectives (skill, fitness, written)	4	3	2	1	0
	b. Tests - skill, fitness, written	4	3	2	1	0
	c. Total performance ability	4	3	2	1	0
	d. Conferences with students	4	3	2	1	0
	e. Desirable changes in social, emotional, and health behavior	4	3	2	1	0
	f. Knowledge of the effects of activity on the human organism	4	3	2	1	0
3.	The criteria for evaluation are directly related to program objectives.	4	3	2	1	0
4.	Students are evaluated by the staff on the following:					
	a. Cognitive understandings	4	3	2	1	0
	b. Affective behavior and expression	4	3	2	1	0
	c. Motor and fitness performance	4	3	2	1	0
5.	Evaluation procedures are explained to students at the beginning of each term of study.	4	3	2	1	0
6.	Each student is graded according to his or her own limitations.	4	3	2	1	0
7.	The physical education grading scale is consistent with school policy.	4	3	2	1	0
8.	All students understand what they must accomplish to achieve each possible grade.	4	3	2	1	0
9.	The major portion (50% or more) of a student's grade is based on motor skill.	4	3	2	1	0
10.	Students will be able to apply cognitive understandings.	4	3	2	1	0

11.	The grading system is based upon established criteria for measuring student progress.	4	3	2	1	0
12.	A separate grade for each unit of instruction is combined into a single grade for each grading period.	4	3	2	1	0
13.	The grading plan indicates the extent to which each student has achieved the objectives of the course.	4	3	2	1	0
14.	Students are given opportunity to select a particular grade they are capable of achieving and to work toward it.	4	3	2	1	0

42

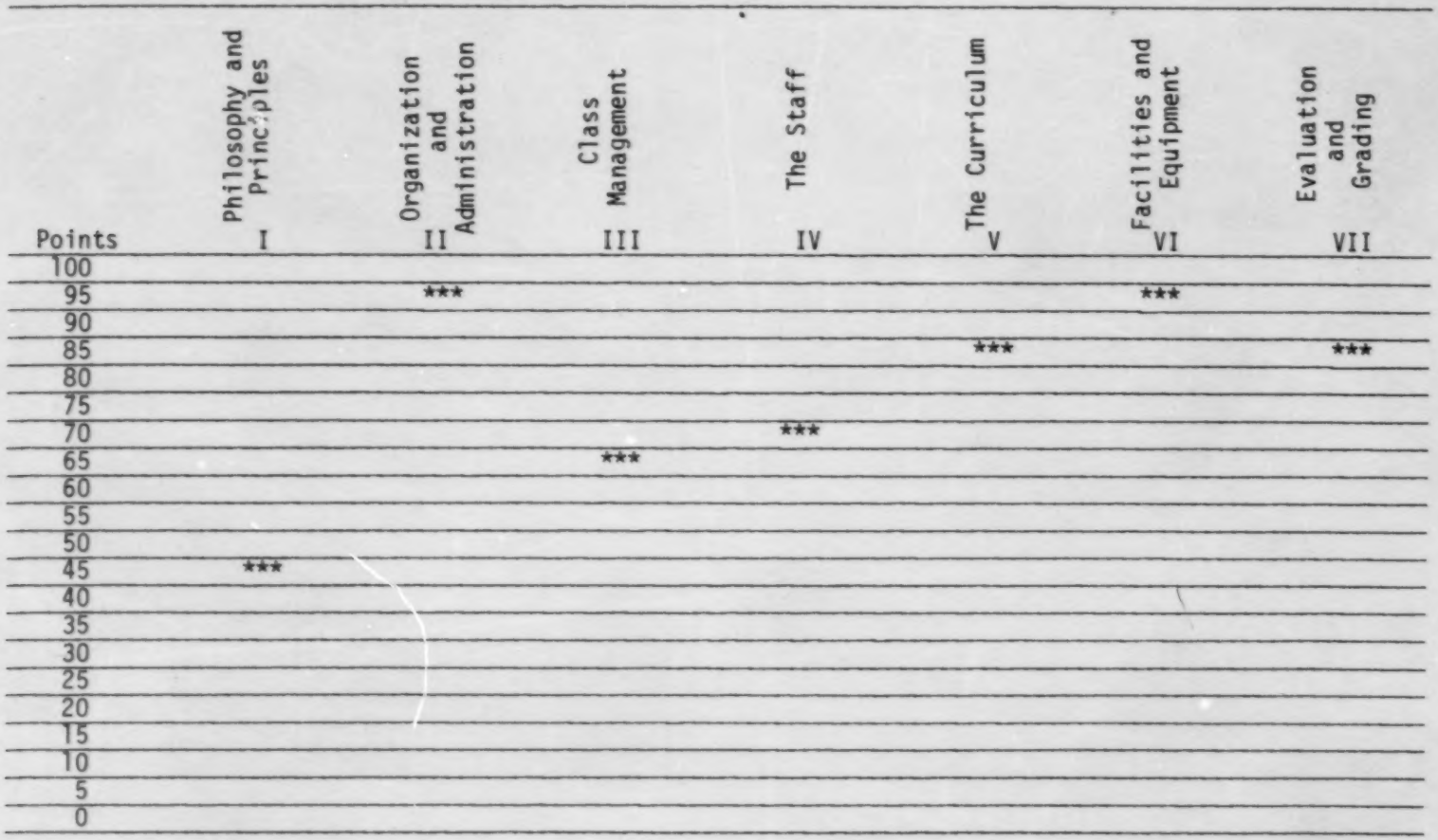
43

SUMMARY OF SCORES

		Possible Score	Actual Score
Part I.	Philosophy and Principles	44	_____
Part II.	Organization and Administration	96	_____
Part III.	Class Management	64	_____
Part IV.	The Staff	68	_____
Part V.	The Curriculum	84	_____
Part VI.	Facilities and Equipment	96	_____
Part VII.	Evaluation and Grading	84	_____
	TOTALS	536	_____

SCORE COMPARISON CHART

The asterisks on the diagram below indicate the highest score possible in each category. Chart the actual score based on your evaluation to determine strong and weak areas of your school's physical education program.



46

000 47

POSTURE EVALUATION

In recent years there has been a renewed interest in correct body mechanics. Correct posture is important for all individuals regardless of age. Proper body alignment enables an individual to perform movements with the expenditure of a minimum of energy. Davies has identified additional benefits of good body mechanics including: (1) Growth and Development are Favorably Influenced by Correct Posture; (2) Efficient Movement Reduces Strain at Joints That May Injury Tissue and Lead to Chronic Conditions; and (3) Good Appearance is A Social and Economical Asset.[1]

The human body consists of numerous body segments which must be coordinated to produce efficient movement. Stability is vital for the successful performance of motor skills. The force of gravity acting upon each body segment must be balanced in order for the total body to remain stable. Broer has defined good posture as, "...That Position In Which The Center Of Gravity Of Each Body Segment Is Centered Over Its Supporting Base."[2] In this position the pull of gravity is best utilized to support the body weight at the joints.

Early physical evaluation, with its corrective and medical emphasis, was involved in identifying postural deviations while attempting to strengthen weak muscles and remediating incorrect body alignment. Few physical evaluations today evaluate the body mechanics of their students. Formal posture evaluation has been almost eliminated from the physical education curriculum. Few instructors have been prepared to accurately evaluate posture although it has been estimated that approximately 80 percent of all children have poor body mechanics.

No other individual is provided a more ideal opportunity to assess body mechanics of a student than the physical educator. Students are involved in movements that place the body in a variety of positions where postural deviations can be easily noted. In addition, students are dressed in such a manner that enables the instructor to readily observe deviations in body structure.

The regular physical educator should act as the initial evaluator for faulty body mechanics. Ideally postural deviations should be identified during elementary school when a child's bones are growing at a rapid rate. If noted early, many deficiencies could be remedied utilizing prescribed exercise and bracing. In many instances, however, many elementary school age children do not have the opportunity to participate in physical education. Often postural deviations are undetected until only surgery can aid in remediating the impairment, if correction can be accomplished at all. It is vital, therefore, that all children be screened as soon as possible and periodically throughout their school attendance.

---

[1]Daniels, Arthur, and Davies, Evelyn, Adapted Physical Education, (New York: Harper and Row, Publishers), 1975.

[2]Broer, Marion, Efficiency of Human Movement, (Philadelphia: W.B. Saunders Company), 1973.

Early screening was usually conducted while the student remained in a standing position. Correct body alignment is an important component of movement. Evaluation should, therefore, be conducted in both static and dynamic postures. This assessment can be performed in both an informal and formal setting. The remaining sections of this chapter will include, Techniques of Assessment, and Deviations of the Spinal Column. In today's age of specialization, the regular physical educator will rarely be involved in providing corrective exercises to students with posture problems. These, therefore, have to be omitted from this chapter.

TECHNIQUES OF ASSESSMENT

1. Informal Evaluation

Physical educators should constantly evaluate how efficiently the students in their classes perform physical skills. An important component of this evaluation is the assessment of posture. Informal posture assessment identifies those students who need further evaluation utilizing formal techniques.

The most efficient manner in which informal postural evaluation can be conducted is to utilize observation while the children are participating in class activities. Whenever possible students should not be aware they are being evaluated. Conscious attempts to control movement will tend to give an uncoordinated appearance. This can be easily demonstrated by asking an individual to walk naturally while you observe.

Informal evaluation should be conducted while the students are performing a variety of movements in addition to the standard posture. Physical educators should make an effort to observe all children during a few weeks early in the semester and continually throughout the school year.

For ease of administration, informal posture assessment should be conducted from the student's head to lower extremities. This will tend to increase the reliability and ease of observation.

The following listing is a summary of the correct position and the more common deviations at each body segment.

In addition to evaluating the body segments, physical educators can draw additional conclusions from observing movement. For example, children that experience difficulty running in a straight line may have problems with the movement of the lower extremities or shoes that are always worn down indicate an incorrect foot placement.

Formal records need not be kept during this assessment. Children identified as having a possible postural deviation should be scheduled for a more formal evaluation.

SEGMENT	VIEWED FROM SIDE	VIEWED FROM PEAK
HEAD	HELD ERECT: Not twisted or rotated to one side	CHIN HELD ERECT: Not dropped or thrust forward
SHOULDERS/UPPER BACK	HELD ERECT: Not hunched or pulled backward. Back normally curved.	SHOULDERS LEVEL: Not tilted to one side
TRUNK/SPINE	TRUNK HELD ERECT: No excessive body lean (backward, forward)	SPINE STRAIGHT: Not Laterally curved, scapula uneven, rib cage depressed
ABDOMEN/HIPS	ABDOMEN HELD FLAT: Lower back normally curved, not hollow	HIPS HELD LEVEL: Not tilted to one side
LEGS/FEET	LEGS IN PROPER ALIGNMENT: Knees not hyperextended	FEET POINTED FORWARD: Not toeing in or out-ward, ANKLE STRAIGHT LEGS ALIGNED

FORMAL EVALUATION

Formal posture evaluation should be provided for any student identified during the initial evaluation as having a deficiency. This evaluation should be conducted with the cooperation and assistance of the school health nurse and/or physician. Care must be taken to make the child as comfortable as possible while being evaluated.

There are numerous types of forms that can be utilized in this assessment. Figure I presents a form that is utilized in the New York Posture Test.[3] Each body segment can be accurately assessed and recorded for future reference.

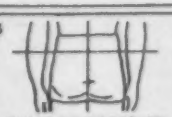
[3]Can be obtained from: State Department of Education, Division of Health, Physical Education and Recreation, Albany, New York, 12224.

POSTURE RATING CHART

Grade 4 5 6 7 8 9 10 11 12

Rater's Initials

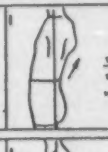
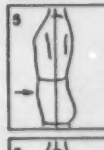
Date of Test

5 HEAD ERECT GRAVITY LINE PASSES DIRECTLY THROUGH CENTER	3 HEAD TWISTED OR TURNED TO ONE SIDE SLIGHTLY	1 HEAD TWISTED OR TURNED TO ONE SIDE MARKEDLY
5 SHOULDERS LEVEL (HORIZONTALLY)	3 ONE SHOULDER SLIGHTLY HIGHER THAN OTHER	1 ONE SHOULDER MARKEDLY HIGHER THAN OTHER
5 SPINE STRAIGHT	3 SPINE SLIGHTLY CURVED LATERALLY	1 SPINE MARKEDLY CURVED LATERALLY
5  HIPS LEVEL (HORIZONTALLY)	3 ONE HIP SLIGHTLY HIGHER	1 ONE HIP MARKEDLY HIGHER
5 FEET POINTED STRAIGHT AHEAD	3 FEET POINTED OUT	1 FEET POINTED OUT MARKEDLY ANGLES SAG IN(PRONATION)
5 ARCHES HIGH	3 ARCHES LOWER, FEET SLIGHTLY FLAT	1 ARCHES LOW FEET MARKEDLY FLAT

Total Page One

Grade 4 5 6 7 8 9 10 11 12

Total Page One

5 NECK ERECT, CHIN IN, HEAD IN BALANCE DIRECTLY ABOVE SHOULDERS	3 NECK SLIGHTLY FORWARD, CHIN SLIGHTLY OUT	1 NECK MARKEDLY FORWARD, CHIN MARKEDLY OUT
5 CHEST ELEVATED BREASTBONE FURTHEST FORWARD PART OF BODY	3 CHEST SLIGHTLY DEPRESSED	1 CHEST MARKEDLY DEPRESSED (FLAT)
5 SHOULDERS CENTERED	3 SHOULDERS SLIGHTLY FORWARD	1 SHOULDERS MARKEDLY FORWARD (SHOULDER BLADES PROTRUDING IN REAR)
5 UPPER BACK NORMALLY ROUNDED	3 UPPER BACK SLIGHTLY MORE ROUNDED	1 UPPER BACK MARKEDLY ROUNDED
5 TRUNK ERECT	3 TRUNK INCLINED TO REAR SLIGHTLY	1  TRUNK INCLINED TO REAR MARKEDLY
5  ABDOMEN FLAT	3 ABDOMEN PROTRUDING	1 ABDOMEN PROTRUDING AND SAGGING
5 LOWER BACK NORMALLY CURVED	3 LOWER BACK SLIGHTLY HOLLOW	1 LOWER BACK MARKEDLY HOLLOW

TO OBTAIN TOTAL RAW SCORE:

1. DETERMINE THE SCORE FOR EACH OF THE ABOVE 13 ITEMS AS FOLLOWS:
   - 5 POINTS IF DESCRIPTION IN LEFT HAND COLUMN APPLIES
   - 3 POINTS IF DESCRIPTION IN MIDDLE COLUMN APPLIES
   - 1 POINT IF DESCRIPTION IN RIGHT HAND COLUMN APPLIES
2. ENTER SCORE FOR EACH ITEM UNDER PROPER GRADE IN THE SCORING COLUMN
3. ADD ALL 13 SCORES AND PLACE TOTAL IN APPROPRIATE SPACE

TOTAL RAW SCORE

Several inexpensive pieces of equipment can be bought or constructed to increase the accuracy of formal evaluation. A posture grid of contrasting color can be placed upon a wall to provide reference points for checking correct alignment of body parts. In addition, a plumb line can be utilized to aid in checking the vertical alignment of body segments.

If the school has access to a camera, posture photographs can be taken to aid in postural assessment. Similar procedures can be conducted utilizing video tape. These visual aids provide the assessor with several advantages:

1. They provide the student with immediate visual feedback regarding posture and provide motivation for the students to change poor habits.

2. They help parents better understand the postural problems observed in their child.

3. They provide the instructor a base criterion on which to measure change.[4]

If it can be determined, after a formal postural evaluation, that the student has some postural deviation, the parents should be notified of the condition. Parents should be encouraged to have their family physician evaluate the child. At all times care must be taken not to make students feel abnormal in any way. Their problem should be thoroughly explained to them in terms they can readily understand.

DEVIATIONS OF THE SPINE

The structure and shape of the spinal column will play an important role in our overall appearance as well as how efficiently we can move. At birth the spine is flexed in a single curve. With development, however, the spine takes a backward "S" shape with three readily identifiable curves: cervical, thoracic and lumbar. It is vitally important that any deviations of the development of the spine be identified at or before early adolescence. The following are some common deviations of the spinal column that a physical educator might encounter.

1. KYPHOSIS: An increase in the thoracic curve of the spine, also known as humpback or hunchback.

2. LORDOSIS: An enlargement of the convex curve of the lumbar portion of the spine.

3. SCOLIOSIS: A lateral curvature of the spine.

---

[4]Sherrill, Claudine, Adapted Physical Education and Recreation: A Multi-Disciplinary. (Dubuque, Iowa: Wm. C. Brown, Publisher). 1976.

1. Assessment of scoliosis is easy and not time consuming utilizing one of the following positions:

   a. Adam's Position - have the child bend forward at the waist, hands together, palms falling. Note along upper back for uneven scapula.

   b. Have the child hang from a bar, note any abnormal lateral curvature of the spine.

2. Scoliosis can also cause other postural deviations that may be noted during informal and formal evaluations, including:

   a. One shoulder and/or hip may be higher than another.

   b. The rib cage on one side appears to stick out.

   c. A leg may appear slightly longer making smooth gait difficult.

3. It has been estimated that approximately 2% of all children have scoliosis to varying degrees. It affects females more often than males. The earlier a child with scoliosis is detected, the greater and easier the changes for correction. Treatment for scoliosis includes bracing (Milwaukee Brace) or surgery.

SUMMARY

Physical educators play an important role in the identification of postural deviations. Informal evaluation of correct body alignment should take place continually, referring children who appear to have problems for more formal assessment. Without early identification of such impairments such as scoliosis correction is often difficult or impossible. It is therefore important that the physical educator work with the school nurse in referring children with posture problems to their family physician.

58

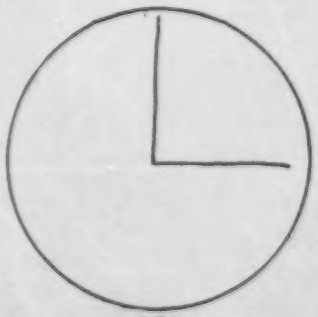
59

RECOMMENDED PERCENTAGES

TIME ALLOTMENT TO

PROGRAM CONTENT

CONTENT AREAS	JUNIOR HIGH	SENIOR HIGH
Team Sports	25-30	15
Individual/Dual Sports	15	25-30
Physical Fitness	15-20	15-20
Dance/Rhythms	10-15	10
Gymnastics/Tumbling	15	10
Recreational Activities	10	5
Outdoor Adventure	0- 5	10



Aquatics (if facilities available)	*10	*10
	100-110	100-110

62

63

PERFORMANCE OBJECTIVES
FOR INDIVIDUAL COMPETENCY AND FOR GRADING

Creating stepwise performance objectives for every sport is an important method of keeping track of a girl's or boy's progress in an activity. For each skill in a sport, a series of goals and subgoals to be attained at progressive levels is worked out. Sometimes directions to students and resources to be used for assistance (such as books or filmstrips) are recommended at the various stages. As the student passes one set of skills he or she is tested, the test results are recorded and the student moves to the next level. Young people can thus gain individual competency with the same criteria for performance, while receiving specialized attention to their own particular needs. Performance objectives can also be used as a non-biased basis for grading. For example, students who increase their performance during a work unit by 30 percent will receive an "A," those who increase by 20 percent a "B," etc.

Pre-testing results may also be used as a criteria for ability grouping during competition periods. The following performance objectives are samples of what was worked out by the physical education staff of Edmondsom Junior High School, Ypsilanti, Michigan.

Basketball

Goal: Acquire a knowledge of the rules and strategies of basketball and acquire the skills to play in an organized game

Objectives: At the end of nine weeks, students will be able to:

1. Dribble the ball the length of the court and back without losing control.
2. Shoot one of five free throw attempts.
3. Shoot one of five jump shots from the foul line.
4. Make one of three lay-up shots.
5. Bounce pass a ball 10 feet to another student without making him or her move.
6. Set up at least one offensive and defensive pattern.
7. Play both man-to-man and zone defenses.
8. Participate in a 20-minute full court game without impeding the progress of the game due to physical exhaustion or lack of knowledge of the rules.
9. Pass a written examination consisting of 20 questions with a score of 75 percent or better.

Field Hockey

Goal: Demonstrate the ability and knowledge to play an organized game of field hockey.

Objectives: At the end of nine weeks, students will be able to:

1. Dribble the ball with a stick for 20 yards.
2. Demonstrate successfully two of three times attempted, at least three different types of tackles.
3. Score a goal in a practice session two of five times attempted, from a distance of 20 years.
4. Participate in a 20-minute game without impeding the progress of the game due to physical exhaustion or lack of knowledge of the rules.
5. Pass a written examination consisting of 20 questions with a score of 75 percent or better.

66

Flag Football

Goal: Demonstrate the ability and knowledge to play an organized game of flag football.

Objectives: At the end of the course, students will be able to:

1. Throw a football 20 yards with enough accuracy that another student could catch it three of six times, without having to move more than six feet.
2. Catch an accurately-thrown football three of six times at a distance of 20 yards.
3. Punt a football 20 yards on one of three attempts.
4. Place kick the football 15 yards on one of three attempts.
5. Devise and diagram at least one passing play, one running play, and one defensive pattern.
6. Participate for 30 minutes of a game without impeding the game's progress due to physical exhaustion or lack of knowledge of the game's rules.
7. Pass a written exam on game rules and strategies consisting of 20 questions with a score of 75 percent or better.

Floor Hockey

Goal: Demonstrate ability and knowledge to play an organized game of floor hockey.

Objectives: At the end of nine weeks, students will be able to:

1. Move the puck, using the hockey stick, the length of the hockey court and back in 15 seconds, controlling it at all times.
2. Make one out of three slapshots into the goal from a distance of 10 feet.
3. Pass accurately to another student 10 feet away, one out of three times.

67

4. Set up one offensive and one defensive pattern.
5. Participate in a game for 15 minutes without impeding the progress of the game due to physical exhaustion or lack of knowledge of the rules.
6. Pass a written exam (game rules and strategy) consisting of 20 questions with a score of 75 percent or better.

Soccer

Goal: Demonstrate the ability and knowledge necessary to play an organized game of soccer.

Objectives: At the end of nine weeks, students will be able to:

1. Dribble a ball 10 yards using only their feet and pass it to another player.
2. Kick the ball into the goal two of five times from a distance of 20 yards.
3. Deflect the ball from hand, elbow, and knee two of 10 times to another player.
4. Participate in a 20-minute full field game without impeding the progress of the game due to lack of knowledge of the rules or physical exhaustion.
5. Pass a written examination consisting of 20 questions with a score of 75 percent or better.

Softball

Goal: Acquaint students with a knowledge of the rules and strategies of softball as well as develop certain abilities for playing the game.

Objectives: At the end of nine weeks, students will be able to:

1. Field three of five reasonable chances hit to them.
2. Catch three of five fly balls hit to them.

3. Throw the ball accurately 60 feet in the air as evidenced by another student catching three of five balls thrown.
4. Hit two of five reasonably pitched balls.
5. Participate in a game situation for 30 minutes without impeding the progress of the game due to lack of knowledge of the rules or physical exhaustion.
6. Pass a written examination over the rules and strategies consisting of 20 questions with a score of 75 percent or better.

Track and Field

Goal: Students will gain a basic understanding of track and field and show ability to participate in its various events.

Objectives: At the end of nine weeks, students will be able to:

1. Run the following distances within these time limits: 50 yards in 10 seconds; 100 yards in 20 seconds; 440 yards in 90 seconds; 50 yard low hurdles in 15 seconds.
2. High jump at least three feet using any recognized form or style according to high school rules.
3. Broad jump at least six feet without scratching.
4. Throw the eight pound shotput 10 feel without fouling.
5. Throw the softball 60 feet.
6. Participate in competitive relay teams demonstrating proper handling of the baton.
7. Pass a written examination over the rules of track and field consisting of 20 questions with a score of 75 percent or better.

Tumbling and Gymnastics

Goal: Acquire a knowledge of the various stunts and the skills necessary to perform stunts.

Objectives: At the end of nine weeks, students will be able to:

1. Perform a series of rolls, including forward, backward, and straddle, in one routine.
2. Perform a series of consecutive bounces on the trampoline, including the knee bounce, seat bounce, front bounce, and back bounce.
3. Perform various stunts on the small apparatus as directed by the instructor, be scored on a scale of one to five for each stunt, and receive a score of at least 100 out of 300 possible points.
4. Design and perform a series of five consecutive exercises in a free exercise routine.
5. Pass a written examination consisting of 20 questions with a score of 75 percent or better.

Volleyball

Goal: Acquire a knowledge of the rules and strategies of volleyball and the skills necessary to play in an organized game.

Objectives: At the end of nine weeks, students will be able to;

1. Serve the ball legally two out of three times.
2. Set the ball, bouncing it off the wall, 10 consecutive times without catching or allowing the ball to touch the floor.
3. Spike the ball legally one of three times.
4. Participate in a 20 minute game without impeding the progress of that game due to physical exhaustion or lack of knowledge of the rules.
5. Pass a written examination over the rules and strategies by scoring 75 percent correct in a test of 20 questions.

SCOPE OF GENERAL ACTIVITIES AND SEQUENTIAL DESIGN

The scope and sequence chart is presented as a model of our optimal program for school systems updating or improving physical education instruction. Each district and school campus is unique; the selection of activities is dependent upon its facilities, equipment, student population, community interests, and teacher competencies. A breadth of activities of beginning and intermediate competency levels should be offered in middle school/junior high school with more advanced experiences offered in high school. It will be apparent that team sports are de-emphasized in high school to accommodate increased interest in individual, dual, and outdoor adventure activities.

The sample score and sequence charts include all program activities that would be scheduled as coeducational instructional units for an optimal program.

Activities that would be required or highly recommended are marked with an "R" and are considered essential and basic for all students at a designated grade.

Desirable program activities indicated by an "O," consist of optional activities which may be offered, depending upon facilities, equipment, feasibilitiy of scheduling, and availability to staff. Elective activities are indicated by an "E".

SCOPE AND SEQUENCE CHART FOR OPTIMAL PROGRAM

R - Recommended
O - Optional
E - Elective

GRADE LEVELS

7	8	9	10	11	12

	7	8	9	10	11	12
Aquatics						
Swimming/Personal Safety	R	R	O	O	E	E
Lifesaving/Water Safety	O	O	R	R	E	E
Dance/Rhythmics						
Folk Dance	O	R	O	O	E	E
Square Dance	R	O	O	O	E	E
Social Dance	O	O	R	R	E	E
Modern Dance	O	O	O	O	E	E
Gymnastics & Tumbling						
Tumbling & Stunts	R	R	O	O	E	E
Apparatus Gymnastics	O	O	R	R	E	E
Floor Exercises	O	O	O	O	E	E
Individual/Dual Activities						
Archery	O	O	R	R	E	E
Badminton	O	O	R	R	E	E
Board Games	O	O	O	O	E	E
Bowling	O	O	R	R	E	E
Fencing					E	E
Golf	O	O	R	R	E	E
Handball/Racquetball			O	R	E	E
Horseshoes	O	O	O	O	E	E
Personal Self-Defense			O	R	E	E
Pickleball	R	R	O	O	E	E
Shuffleboard	R	R	O	O	E	E
Skating/Skateboarding	R	R	O	O	E	E
Table Tennis	O	O	R	R	E	E
Deck Tennis	R	R	O	O	E	E
Frisbee Games	R	R	O	O	E	E

73

74

	7	8	9	10	11	12
Individual/Dual Activities (Continued)						
Track & Field	R	R	R	R	E	E
Tennis	O	O	R	R	E	E
Wrestling	O	R	O	R	E	E
Recreational Activities						
Board Games	O	O	O	O	E	E
Horseshoes	O	O	O	O	E	E
Pickleball	R	R	O	O	E	E
Skating/Skateboarding	R	R	O	O	E	E
Table Tennis	O	O	R	R	E	E
Deck Tennis	R	R	O	O	E	E
Frisbee Games	R	R	O	O	E	E
Outdoor Adventures						
Backpacking/Hiking			O	O	E	E
Bicycling Safety	R	R	O	O	E	E
Camping			O	O	E	E
Casting/Angling	R	R	O	O	E	E
Hunter Safety	R	R	O	O	E	E
Orienteering			O	O	E	E
Outdoor Safety	R	R	O	O	E	E
Skiing (Alpine/Cross-Country)			O	O	E	E
Physical Fitness & Conditioning						
Cardiovascular Endurance	R	R	R	R	E	E
Strength, Flexibility, Power	R	R	R	R	E	E
Pre- Post-Fitness Testing	R	R	R	R	E	E

	7	8	9	10	11	12
Team Sports						
Basketball	0	0	R	R	E	E
Field Hockey	0	0	R	R	E	E
Football (Flag/Touch)	0	0	R	R	E	E
Floor Hockey	0	0	0	0	E	E
Soccer	R	R	0	0	E	E
Softball	R	R	R	R	E	E
Speedball/Speed Away	R	R	0	0	E	E
Rugby			0	0	E	E
Team Handball	R	R	0	0	E	E
Volleyball	R	R	0	0	E	E

77

INSTRUCTIONAL OUTLINES

The following instructional outlines are intended to provide an overview of activities and basic skills appropriate for students in grades 7 through 12. The activities listed are representative only, and instructors are encouraged to select activities for their school district programs based on multiple criteria (i.e., facilities and equipment, student needs, class size).

Program design encourages development of performance and knowledge skills appropriate for positive attitude development and optimum carryover for lifetime utilization.

Qualify Factors for Program Success

Plan:
- for daily participation
- for co-ed activities
- for outdoor activities
- for curricular integration
- for adequate budgetary funding

Provide:
- for adequate equipment
- for variety of activities based on multiple factors
- for leadership as a teacher

79

80

SAMPLE

INSTRUCTIONAL

OUTLINES

LEGEND

B - Basic Skill

R - Review Basic Skill

O - Option Skill

Adv - Advanced Skill

O. 81

Activity: Aquatics

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Beginning Swimming	B	R	Recommended: Red Cross Water Safety Program Sequence
Prone float & glide	B	R	
Back float & glide	B	R	
Basic kicks	B	R	
Roll-in dive	B	R	
Standing dive	B	R	
Treading water	B	R	
Intermediate Swimming			
Surface dives	B	R	
Stroke/turn	B	R	
Running dive	B	R	
Stroke perfection	B	R	
Elem. forms of rescue	B	R	
Disrobe in water	B	R	
Art. Resp./CPR	B	R	
Timed swim	B	R	
Distance swim	B	R	
Advanced Swimming			
Execute all strokes		B	
Swim 15-30 minutes		B	
Execute all basic lifesaving techniques		B	
Self-preservation swim		B	
Standing dive		B	
Surface dive		B	
Spring dive		B	
Underwater swim		B	
Underwater retrieval of objects		B	

Evaluation - Knowledge & Skill Test	Red Cross Sequence
Games, Drills, Activities	N.A.
Final Activity (Tournament & Games)	N.A.

Activity: Archery

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Rules	B	R	Follow NAA & NFAA Guidelines
Scoring	B	R	
Safety Practices	B	R	Students often react well to field archery, particularly in bow-hunting areas
Care & maintenance of equipment	B	R	
Equipment			
Selecting equipment	B	R	
Preparing equipment for use	B	R	
Identifying equipment	B	R	
Skills			
Stance	B	R	
Bow arm & grip	B	R	
Draw & anchor	B	R	
Aiming	B	R	
Release & follow through	B	R	
Bow stringing	B	R	
Recreational uses		R	
Distance shooting		R	
Perform to acceptable standards	B	R	

Evaluation - Knowledge & skill test	Follow NAA & NFAA Guidelines
Games, Drills, Activities	N.A.
Final Activity (Tournament & Games)	Accuracy Shooting Tournament

84

900 85

Activity: Basketball

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Terminology			Note - rule modification available for co-ed activity
Rules			
Catching a Basketball			
Above the waist	R	R	
Below the waist	R	R	
Passing			
Two-hand chest	R	R	
Two-hand chest bounce	R	R	
Baseball, or overarm	B	R	
One-hand, sidearm bounce		R	
Hook		R	
Shovel, or underhand		O	
Handoff, or feed		O	
Two-hand overhead, or over shoulder		O	
Layup			
Right side, right hand	R	R	
Left side, right hand	B	R	
Left side, left hand	O	R	
Under basket, backhand		ADV	
Shooting			
One-hand set, push	R	R	
Foul shot; one-hand push	R	R	
Hook		R	
Jump		R	
Rebound tap in		ADV	
Fall away; jump		ADV	
Pivot and hook		ADV	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Offensive Maneuvers			
Give and go	B	R	
Give and go, with screen	O	R	
One-on-one screen variations		ADV	
Two-on-two screen variations		ADV	
Offense against zone defense		ADV	
Set plays			
Under basket		ADV	
Sideline		ADV	
Basic offensive weaves			
Horseshoe		O	
Figure 8, front court,		O	
Variations: back court,		O	
Figure 8		ADV	
Horseshoe		ADV	
Dribbling			
Straight away, right hand	R	R	
Change of hands	B	R	
Change of direction	B	R	
Dribble; stop, and pass	B	R	
Feint and dribble		ADV	
Pivot and dribble		ADV	
Defensive Tactics			
a. Man-for-man defense			
Basic stance	B	R	
Sideward shuffle	B	R	
Front and backward glide	B	R	
Switch on screen		ADV	
Boxing out	O	ADV	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
b. Zone Defense			
Elements and theory	B	R	
2-1-2 Zone; position and play	B	R	
3-2 Zone		R	
2-3 Zone		ADV	
1-2-2 Zone		ADV	
Zone and fast break attack		ADV	

Evaluation - Knowledge & Skill Test — Written (rules, history) Skill

Games, Drills, Activities — Individual, Group, Team

Final Activity (Tournament & Games) — League - Tournament

Activity: Bowling

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
History of the game	B	R	Possible help at local bowling alleys
Scoring techniques	B	R	
Basic rules of the game	B	R	
Equipment and care of equipment			
Selection of a ball	B	R	
Selection of shoes	B	R	
Glossary of terms used	B	B	
Safety precautions	B	B	
Etiquette of the game	B	B	
Skills			
Position for delivery	B	R	
Straight ball	B	R	
Hook ball		ADV	
Four step delivery	B	R	
Three and five step deliveries		O	
Release of the ball			
Straight ball	B	R	
Hook ball		ADV	
Curve ball		ADV	
Follow through	B	R	
Pin bowling	B	R	
Spot bowling		B	
Pin falls			
Left side spares	O	B	
Right side spares	O	B	
Covering the splits	O	ADV	

Activity: Gymnastics

SKILL SCOPE AND SEQUENCE

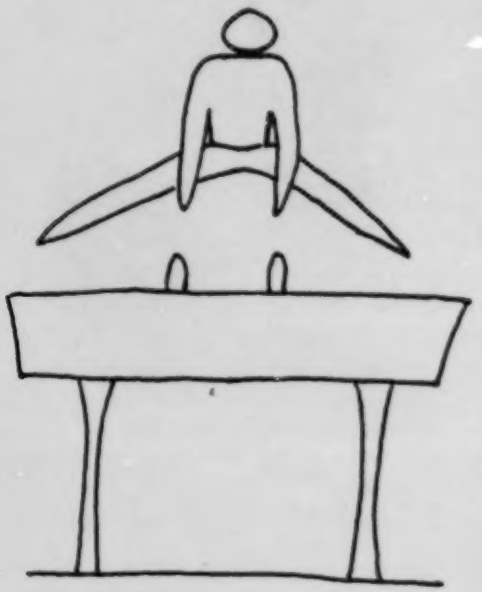
SKILLS	J H S	S H S	NOTES
Knowledges			
Types of apparatus	B	R	IMPORTANT - Tumbling and gymnastics must be taught only by trained personnel with the emphasis on safety and a planned sequential progression of movements and stunts.
Safety rules & precautions	B	R	
Attitudes (knowing one's own capabilities & limitations)	B	R	
History	B	R	
Conditioning & warm-ups	B	R	
Tumbling (male & female)			
Squat head balance	B	R	
Forward roll	B	R	
Backward roll	B	R	
Back bend	B	R	
Shoulder roll	B	R	
Backward roll with snapdown	B	R	
Series of rolls	B	R	
Tip up	B	R	
Head stand	B	R	
Forward and backward roll, with half twist	B	R	
Handstand with support	B	R	
Cartwheel	B	R	
Kip up	B	R	
Head spring		B	
Front handspring		B	
Handstand with support, into forward roll	B	R	
Handstand	B	R	
Round-off	B	R	
Pyramids			
Single, dual, and trio stunts	B	O	
Advanced designs	B	O	

94

95

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Rope Climbing (male & female)			
Skin the cat	B	R	
Crab hand	B	R	
Inverted hang	B	R	
Climb half-way, feet and hands	B	R	
Climb to the top, hands and feet	B	R	
Climb, one-quarter way, hands only	B	R	
Climb half way, hands only		B	
Climb to top, hands only		B	
Climb one-quarter length, "L" position		B	
Vaulting Buck or Horse (male & female)			
Squat stand then side jump	B	R	
Squat stand, jump, then forward roll	B	R	
Courage vault	B	R	
Front vault	B	R	
Squat vault	B	R	
Flank vault	B	R	
Rear vault	B	R	
Wolf vault	B	R	
Rear scissors (from flank sitting position)		O	
Side straddle dismount (from stoop falling position)		O	
Rings (If time permits: if facility available) (male)			
Inverted hand		B	
Crab hand		B	
Backward extension, pull to inverted hand		B	
Muscle up to front rest		B	
Forward roll to inverted hand		B	
Single leg cut to dismount		ADV	
Muscle ups		ADV	
"L" in support position		ADV	



SKILL SCOPE AND SEQUENCE

SKILLS	JHS	SHS	NOTES
Side Horse (male)			
Single leg cut (left & right)		B	
Leg cut dismount		B	
Leg cut, travel to the center		B	
Leg cuts from front to rear support		B	
Travel to croup or neck		B	
Vault dismount from croup or neck		B	
Travel from leg cut in support from croup or neck		O	
Travel from croup to neck		O	
Rear vault dismount		O	
Parallel Bars (male)			
Cross rest (support)	B	R	
Cross rest, riding seat	B	R	
Straddle travels	B	R	
Front or rear dismount	B	R	
Forward roll	B	R	
Shoulder stand	B	R	
Cross rest	B	R	
Cross riding seat	B	R	
Side riding seat, left & right	B	R	
One leg cut mount		B	
Forward roll to straddle		B	
Rear scissors		B	
Front vault dismount		B	
Hip roll			O
Backward to straddle			
Forward roll to upper arm hand		O	
Kip to straddle seat			
Double leg cut-off, dismount			

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Horizontal Bar (male)			
Skin the cat	B	R	
Pullups	B	R	
Leg raises (tuck) swings	B	R	
Crab hand	B	R	
Leg raises, knee straight	B	R	
Hip swing up	B	R	
Swing dismount (on rear swing)	B	R	
Forward roll to hand		B	
Single knee mount		B	
Forward single knee circle to a hang		B	
Underswing dismount		B	
Double leg circle backward to hang		B	
Swing to single knee mount, outside of hand		O	
Backward knee circle		O	
Backward free hip circle		O	
Front kip		O	
Uneven Bars (female)			
Grips	B	R	
Mounts	B	R	
Circling movements	B	R	
Swinging movements	B	R	
Kipping movements		B	
Connecting movements	B	R	
Dismounts	B	R	
Stunts		B	

100

101

Activity: Gymnastics (continued)

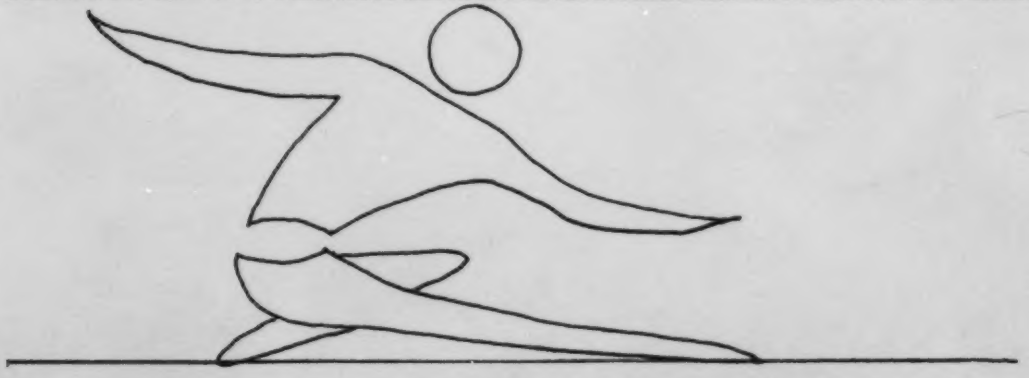
SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Floor Exercise (male & female)			
Static positions (scales)	B	R	
Turns	B	R	
Dance movements	B	R	
Aerials		B	
Tumbling	B	R	
Creating routines	B	R	
Balance Beam (female)			
Mounts	B	R	
Locomotions	B	R	
Turns	B	R	
Poses	B	R	
Elevations		B	
Tumbling moves		B	
Dismounts	B	R	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)



102

103

Activity: Casting and Angling

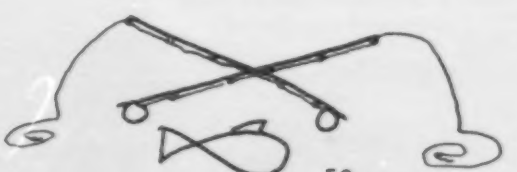
SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledges			
Safety practices		B	AAHPER material
Understand terminology		B	
State fishing laws & regulations		B	Equipment manufacturer (booklets, free equipment)
Selection, maintenance & care of equipment		B	
Types of casting		B	
Skills			
Fly-fishing			
Basic casts		B	
Advanced casts for accuracy		ADV	
Grip		B	
Rod position		B	
Bait-casting			
Basic cast		B	
Stance		B	
Grip		B	
Spin-casting			
Basic cast		B	
Stance		B	
Grip		B	
Handling & working a fish		ADV	

Evaluation - Knowledge & Skill Test — Written/oral tests

Games, Drills, Activities

Final Activity (Tournament & Games) — Accuracy/Distance casting



Activity: Cycling

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
History and Background			
Recreational activity	B	R	Amateur Bicycling League of America
Cycle racing		B	
Fitness benefits		B	Recommend early fall or late spring
Terminology	B	R	
Equipment	B	R	
Riding Skills			
Balancing	B	R	
Pedaling	B	R	
Steering	B	R	
Starting	B	R	
Stopping	B	R	
Form and technique		B	
Safety Concepts			
Traffic regulations	B	R	
Safety tips	B	R	
Protective clothing	B	R	

Evaluation - Knowledge & Skill Test	Written - equipment/safety
Games, Drills, Activities	Distance Rides, Bike Clubs
Final Activity (Tournament & Games)	Safety Competition/X-Country Ride

106

107

Activity: Fencing

SKILL SCOPE AND SEQUENCE

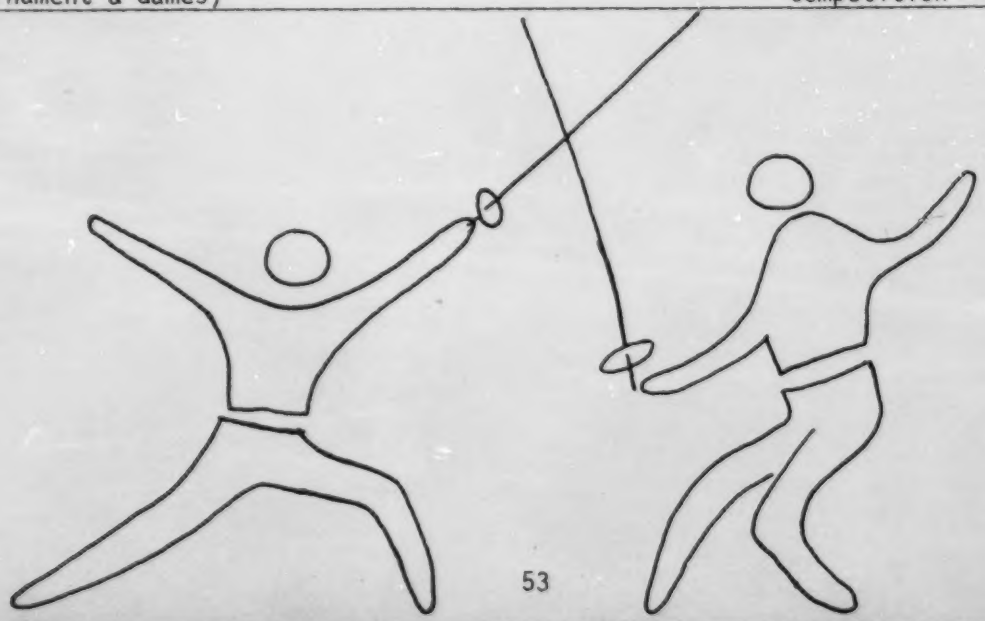
SKILLS	J H S	S H S	NOTES
Knowledge			
History		B	
Terminology			
Foil		B	
Tip - bell - handle		B	
Hand position		B	
Normal - pronated - supinated		B	
Positions		B	
Guard - lunge - recovery - advance		B	
Retreat - salute		B	
Attack		B	
Lunge - feint - disengage - cut-over		B	
Parries (defense)			
Two - four - six		B	
Ripostes (returns)		B	
Simple, direct, compound, delayed		B	
Rules		B	
Body Mechanics			
Stance		B	
Arm position		B	
Balance		B	
Body position		B	

(108

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Safety			
Protective equipment		B	
Plastrom (chest protector)		B	
Mask		B	
Gloves		B	
Shoes		B	
Actions			
Tip foil		B	
Carry point downward		B	
Check for damaged equipment		B	

Evaluation - Knowledge & Skill Test	Written & Performance
Games, Drills, Activities	Varied
Final Activity (Tournament & Games)	Competition - Controlled



Activity: Field Hockey

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledges			
Understand terminology	B	R	AAHPER material
Rules	B	R	
Identify player positions & their responsibilities	B	R	
Safety practices	B	R	
Maintenance and care of equipment	B	R	
Skills			
Grip	B	R	
Dribbling skills	B	R	
Speed dribbling	B	R	
Indian dribbling	B	R	
Passing	B	R	
Drive	B	R	
Push pass	B	R	
Flick	B	R	
Fielding	B	R	
Tackling	B	R	
Circular	B	R	
Straight	B	R	
Right hand lunge	B	R	
Left jab	B	R	
Goalkeeping	B	R	
Clearing	B	R	
Stopping the ball	B	R	
Stance	B	R	
Goal shooting	B	R	
Offensive strategy		B	
Defensive strategy		B	

Evaluation - Knowledge & Skill Test	Oral/written tests - shooting accuracy
Games, Drills, Activities	Goal shooting/ball control
Final Activity (Tournament & Games)	Game situations

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledges			
History & modifications	B	R	
Rules & modifications	B	R	
Safety precautions	B	R	
Various positions & responsibilities of each	B	R	
Penalties	B	R	
Stance			
Line			
Three point	B	R	
Four point	B	R	
Backs			
Three point	B	R	
Four point	B	R	
Center			
Short punt	B	R	
T formation	B	R	
Passing			
Overhand: grip & follow through	B	R	
Overhand: drop back	B	R	
Overhand, running		R	
Underhand: one-hand shovel		O	
Underhand: two-hand		O	
Catching Pass			
Pass receiving; use of hands & arms	R	R	
Techniques of pass receiver			
Fake; go long	B	R	
Fake; sideline	B	R	
Fake; buttonhook		R	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Kicking			
Punt; step and a half	B	R	
Punt; rocker		ADV	
Place kick		ADV	
Place kick; extra point		ADV	
Offensive Play			
T formation	B	R	
Variations of T formation		ADV	
Double wing		O	
Kickoff		R	
Punt; long		B	
Defensive Play			
Line play	B	R	
End play	B	R	
Linebacker	B	R	
Backs	B	R	
Offensive Strategy		ADV	
Defensive Strategy		ADV	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)

115

116

Activity: Folk and Square Dance

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Motivation for learning folk and square dances	B	R	
Male amenities	B	R	
Formation for dances	B	R	
Variations of musical rhythms	B	R	
Historical backgrounds of dance	B	R	
Understanding of customs & culture	B	R	
Skills (Fundamentals of steps used in Folk Dancing)			
Two step	B	R	
Step-hop	B	R	
Polka	B	R	
Schottische	B	R	
Schottische and step-hop	B	R	
Skills (Suggested Folk Dances)			
British Isles			
Green Sleeves	B	O	
The Roberts		B	
Gae Gordons		B	
Lilt	B	R	
Samsa Beirte	O		
Dashing White Sergeant		O	
Highland Schottische	O		
Waves of Tory		O	
France			
La Soyette		O	
Greece			
Miserlou		B	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Scandinavian			
The Hatter		O	
Masquerade	B	R	
Polka Sextur	O		
Swedish Schottische		B	
German			
Black Forest Mazurka	O		
Marklander		O	
Rhinelander for three	O		
Italy			
Tarantella Mixer		B	
Neopolitan Tarantella	O		
Spain			
Fandango		O	
Slavic Countries			
Nebesco Kolo	O		
Polka Koketka		O	
Oige Ja Vasemba		O	
Swiss			
Zegeiner (Gypsy Polka)		B	
Israel			
Harmonica		O	
Lech Lech Lamidbar	B		
Mayim	O		
Patch Tanz		B	
Ve David	O		
U.S.S.R.			
Kohanochka	O		
Korobushka		O	
Lezginka		O	
Latin America			
La Jesuita		O	
La Bamba		O	
Mosaica Mexicano	O		
Phillipines			
Baruray		O	
Bao		O	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Poland			
Krakowiak	O		
South African			
Jastrap	O		
Star	B	R	
Step-hop	B	R	
Step-swing	B	R	
Swing your partner	B	R	
Two-step	B	R	
Varsovienne position	B	R	
Wheel	B	R	
Skills (Suggested American Country Dances)			
Texas Star	O		
Butterfly Whirl	O		
Hot Time In The Old Town Tonight	B		
Grapevine Twist	O		
Steamboat	O		
Isle of Capri	B		
Yes Sir, She's My Baby	B		
Red Caboose	O		
Wearing of the Green		O	
Birdie in the Cage		O	
Down Yonder		O	
Climbing the Golden Stairs		B	
Jessie Polka Square		B	
Mr. Gallagher and Mr. Shean		B	
Back to Donegal		O	
Grand square		O	
Western Swing Four-Step	B	R	
Overhead	B	R	
Mussed Hair	B	R	
Side by Side	B	R	
Side by side with Inside Turn	B	R	
Rope-A-Dope with Double Spin Out	B	R	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Western Swing Two-Step			
Outside Turn	O	B	
Inside Turn	O	B	
Brush Off	O	B	
Leaders Underarm	O	B	
Rope-A-Dope with Spin Out		B	
Double Turn		B	
Under the Falls		O	
Switching Rope-A-Dope		O	
Patey		O	
Back to Back		O	
Elephant Move		O	
Pretzel		O	
Skills (Rounds and Mixers)			
Allemande left, (To Cotton Eye Joe)	B		
Sentimental Journey	B		
Baboon Strut	O		
Calico Mixer	O		
Down South	O		
Humoresque	O		
Teddy Bear's Picnic	O		
Teton Mountain Stomp	O		
Buzz Mixer	O		
Busy Body	O		
Country Two Step	O		
Carolina Capers	O		
1898	O		
Five Foot Two	O		
Lazy Two Step	O		
Meet Mr. Callahan	O		
Put Your Little Foot		B	
Stephanie Stomp		O	
The Tennessee Wig Walk		O	
Third Man Theme		O	
Double Eagle Rag		O	
Oh Johnny		B	

123

124

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
The Strut-away		0	
Wabash Rambler		0	
Sunrise Capers		0	
Polly Wolly Wiggler		0	
Show Off Your Lady		0	
Twelfth Street Rag		0	
Boston Two Step		0	

Evaluation - Knowledge & Skill Test

Observation of Dance Skills in Dance Situation

Games, Drills, Activities

Final Activity (Tournament & Games)

Co-ed folk and square dance sessions

125

126

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Motivation for learning social dance	B	R	
Male amenities	B	R	
Line of direction of movement	B	R	
Variations of musical rhythms	B	R	
Skills (without partners)			
Dancing posture	B	R	
Start with left foot on right	B	R	
Walking steps (glides with two beats)	B	R	
Sidesteps (chases); single beat in pairs	B	R	
Even unit rhythm patterns (slow-slow-quick-quick)	B	R	
Skills (with partners)			
Walking progression (in time to march music)	B	R	
Convert normal walk step to dance glide	B	R	
Sidesteps	B	R	
Dance positions			
Open position	B	R	
Closed position	B	R	
Even unit rhythm	B	R	
Even unit rhythm-open position	B	R	
Swing step-even unit rhythm-closed position	B		
Even unit rhythm through arcs	B	R	
One-quarter swing turns	B	R	
Half open position	B	R	
Half open position-forward progressions	B	R	
Combinations of learned patterns	B	R	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Skills (Jitterbug)			
Review even unit rhythms and patterns, single time (S-S-q-q)	B	R	
Review swing step	B	R	
Convert swing step into basic Jitterbug step	B	R	
Single, double (tap-step); triple (step-change-step)	B	R	
Throwaway Breaks			
Freshman Break (Throwaway, no return	B	R	
Freshman Double Break (Throwaway with turn under)	B	R	
Separated Rock Break	B	R	
Senior Break (Throwaway break with clockwise turn under and counter clockwise turning return)	B	R	
Skills (Cha-Cha-Cha)			
Fundamental pattern and rhythm (1-2-Cha-Cha-Cha) (S-S-q-q-S-) (4-5-Cha-Cha-Cha) (S-S-q-q-S-)	R		
Basic Step	R		
Separated Break	R		
Whip-around	R		
Skills (Fox Trot)			
One-half open, even unit progression forward & back	B		
Magic rhythm, left & right turn	B		
Box step	B		
Box turns	B		
Separated boxes	B		

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Skills (Advanced Cha-Cha-Cha)			
Double forward break	B		
Double forward open, and revolve open with whip around	B		
Cha Cha Chase	B		
Puente turns (1/4 turn right on step 5)	B		
Advanced Puente turns	0		
Skills (Waltz)			
Significance of 3/4 time	B		
Application of odd unit rhythm	B		
American Waltz; box patterns with an arc follow through	B		
Balance Waltz; ultilization of even unit combination	B		
Viennese Waltz	0		
Skills (Twist)			
Basic pattern	0	0	
Basic foot and body movement	0	0	
Rhythm	0	0	
Skills (Tango)			
Basic Rhythm (S-S-q-q-S)	0	0	
Basic Steps	0	0	
Variations	0	0	
Skills (Rhumba)			
Basic rhythm (q-q-S)	0	0	
Basic step	0	0	
Simple rhumba breaks	0	0	

131

130

Evaluation - Knowledge & Skill Test — Observation of learned skills

Games, Drills, Activities

Final Activity (Tournament & Games) — Co-ed social dance sessions

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
CALISTHENICS AND FREE EXERCISES			
Daily Basic Exercises			
Pushups	B	B	
Squat Thrusts (Burpee)	B	B	
Leg lift	B	B	
Lying toe touch	B	B	
Cross toe touch	B	B	
Sit ups	B	B	
Back lift	B	B	
Balance squat	B	B	
Reclining pullups	B	B	
Spread eagle jump (Jumping Jacks)	B	B	
Running in place	B	B	
Walking, marching (quick cadence)	B	B	
Optional Conditioning Exercises (Suggested by Youth Physical Fitness Parts One and Two of the President's Council on Youth Fitness)			
Exercises for Arm and Shoulder Strength			
Winger stretcher	O	O	
Sawing wood	O	O	
Pushups (see above)	B	B	
Reclining pullups (see above)	B	B	
Biceps builder	O	O	
Chest builder	O	O	
Exercises for Developing Flexibility			
Bear hug	O	O	
Side flex	O	O	
One foot balance	O	O	
Pull stretcher	O	O	
Squat thrust (see above)	B	B	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Exercises to develop strength of Abdominal and Trunk Muscles			
Knee raise; single and double	0	0	
Head raiser	0	0	
Leg extension	0	0	
Head and shoulder curl	0	0	
Exercises for Developing Agility			
Running in place (Tortoise & Hare)	B	B	
Jump and reach	0	0	
Kangaroo Hop	0	0	
Blast off	0	0	
The Sprinter	0	0	
The Coordinator	0	0	
CALISTHENICS AND FREE EXERCISES			
Optional Calisthenics Series			
Series I.			
Jumping Jack	0	0	
Back stretcher	0	0	
Roundhouse punching	0	0	
Arm flinging	0	0	
Toe touching	0	0	
Facing, marching, walking	0	0	
Series II.			
Rising on toes, deep knee bending	0	0	
Hamstring stretcher, head circling	0	0	
Side bender	0	0	
Chinner	0	0	
Rowing exercises	0	0	
Facing, marching, walking	0	0	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Series III.			
Reaching: leg extension sideways	0	0	
Bridger	0	0	
Side bender	0	0	
Leg pull against the chest	0	0	
Squat thrust	0	0	
Running, skipping	0	0	
Series IV.			
High skipping; fold and unfold	0	0	
Praying exercise	0	0	
Sit-downer variation	0	0	
Push up	0	0	
Hopping, jumping	0	0	
WEIGHT TRAINING			
Knowledge			
Orientation to use of equipment	B	R	
Equipment and its care	B	R	
Regulations for use of equipment	B	R	
Training suggestions	B	B	
Safety precautions	B	B	
Skills			
(*NOTE - Progression and maximum effort can be achieved by gradual increase in weight, and increase in the number of repetitions.)			
Standing press	B	0	
Standing curls	B	0	
Bent Rowing	B	0	
Squat (with bench)	B	0	
Stiff-legged dead lift	B	0	
Supine press	B	0	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Test of Improvement		O	
Test of Achievement		O	
PHYSICAL FITNESS TESTING			
Physical Fitness Tests (AAHPERD Youth Fitness Test)			
Pullups	B	B	
Flexed leg situp	B	B	
40 yard shuttle run	B	B	
Standing long jump	B	B	
Fifty yard dash	B	B	
600 yard run-walk	B	B	
Health Related Fitness Test			
Cardiorespiratory fitness	B	B	
Body composition	B	B	
Musculoskeletal function of abdominal and low back hamstring area	B	B	
Marine Corps Physical Fitness Test	O	O	
Circuit Training	O	O	
Self-Testing Obstacle Course			
Low fence vault	O	O	
High fence vault	O	O	
Rope climb	O	O	
Stream jumping	O	O	
Rope mount to "elephant"	O	O	
Weave under horses	O	O	
Inclined parallel climb	O	O	
Platform climb, jump, and forward roll	O	O	
Elephant vault	O	O	
Seal crawl	O	O	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Other Physical Conditioners			
Isometric exercises	O	O	
Rope skipping, jumping	O	O	
Bag striking	O	O	
Football grass drills	O	O	
Dual resistive exercises	O	O	
Standardized Achievement Tests	B	B	
Developmental Exercises for Under Achievers	B	B	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Basic rules of the game	B	B	
Golf etiquette, sportsmanship	B	S	
Glossary of terms used	B	B	
Safety precautions	B	B	
Equipment & care of equipment	B	B	
Skills			
Warmup exercises	B	B	
Grip	B	R	
Stance	B	R	
Backswing	B	R	
Downswing	B	R	
Putting	B	R	
Short Irons (5 wedge)	B	R	
Half swing (punch)	B	R	
Full swing (shoulder level)	B	R	
Long Irons (2-4)		B	
Half swing (punch)		B	
Full swing (shoulder level)		B	
Woods			
#3 Wood (brassie)	B	R	
#1 Wood (driver)		B	
#2 Wood		B	
Chipping			
Pitch and run		B	
Pitch		B	
Sand shots		B	
Correction of errors			
Slice	B	B	
Hook	B	B	
Smother	B	B	
Topping	B	B	
Shank	B	B	

142

Activity: Golf (continued)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES

Evaluation - Knowledge & Skill Test

Games, Drills, Activities — Pitch & putt (school fields)

Final Activity (Tournament & Games) — Trip to golf course, intramural tournament

143

144

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
History of the game	B	R	
Basic rules of the game	B	R	
Scoring	B	R	
Etiquette & sportsmanship	B	B	
Glossary of terms used	B	B	
Safety precautions	B	B	
Equipment needed & its care	B	B	
Skills			
Use of the hand and the ball			
1. Hand semi-cupped	B	R	
2. Flat hand	B	R	
3. Fist, or punch ball		B	
Stance and footwork			
1. Basic stance in readiness for hit	B	R	
2. Running into position for hit	B	R	
3. Step, swing & follow through	B	R	
Basic strokes			
1. Bent arm overhand	B	R	
2. Full arm overhand	B	R	
3. Sidearm	B	R	
4. Full arm underhand		B	
5. Straight arm underhand		B	
Serve			
1. Technique of ball drop	B	R	
2. Sidearm stroke	B	R	
3. Overhead stroke	B	R	
4. Underhand serve		B	
5. Left hop serve		ADV	
6. Right hop serve		ADV	
7. Low drive serve	B	R	
8. High lob serve	B	R	

Activity: Handball (continued)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Basic shots			
1. Kill shot	B	R	
2. Passing shot		B	
3. Volley off the wall			
High overhead volley	B		
Sidearm volley		ADV	
Underhand volley		ADV	
Single strategy	B	R	
Doubles strategy	B	R	

Evaluation - Knowledge & Skill Test	Knowledge/written - Skill
Games, Drills, Activities	Individual, Group
Final Activity (Tournament & Games)	Tournament

Activity: Jogging

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Understanding of cardiorespiratory system		B	A jogging group or club may be a real plus for this activity
Terminology		B	
Selection of equipment		B	
Safety procedures		B	
Training rate		B	
Technique			
Warm-up		B	
Length of stride		B	
Foot contact		B	
Body position		B	
Arm action		B	
Breathing		B	
Pulse rate monitoring		B	

Evaluation - Knowledge & Skill Test — Self-evaluation/Program Planning

Games, Drills, Activities — Individual

Final Activity (Tournament & Games) — Fun Run

Activity: Personal Self-Defense

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Types of self-defense techniques	B	R	Recommend - Stress prevention attitudes for personal safety
Histories		B	
Prevention - avoiding situations where self-defense needed	B	R	
Attitudes of practitioner	B		
Skills			
Beginning level	B	R	
Basic stances	B	R	
Blocking techniques	B	R	
Hand techniques	B	R	
Kicking techniques	B	R	
Self-defense	B	R	
Intermediate level		B	
Stances		B	
Blocking techniques		B	
Hand techniques		B	
Kicking techniques		B	
Other body techniques		B	
Self-defense techniques		B	
Advanced level		ADV	
Hand techniques		ADV	
Kicking techniques		ADV	
Formal exercises		ADV	
Advanced blocking techniques		ADV	
Self-defense situations		ADV	

Evaluation - Knowledge & Skill Test — Oral/written tests

Games, Drills, Activities — Practice execution of techniques

Final Activity (Tournament & Games)

Activity: Softball

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Rules	B	R	
Terminology	B	R	
Equipment	B	R	
Safety factors	B	R	
Sports etiquette	B	R	
Individual Skills			
Catching	B	B	
Throwing	B	B	
Overhand	B	B	
Sidearm	B	B	
Underhand	B	B	
Fielding Ground Balls	B	B	
Infield	B	B	
Outfield	B	B	
Pitching			
Underhand	B	B	
Batting			
Swing & follow through	B	B	
Bunting, sacrifice	B	B	
Bunting, drag		B	
Place hitting		B	
Fungo hitting	B	B	
Base Running-			
Running to first base & turn	B	B	
Extra base hits	B	B	
Advancing bases	B	B	
Team Play & Strategy			
Bunting, sacrifice	B	R	
Bunting, squeeze		ADV	
Drag bunt for hit		ADV	

Activity: Softball (continued)

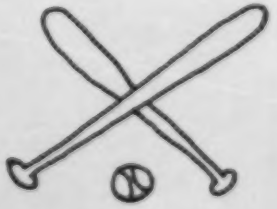
SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Team Defense			
Infield positioning	B	B	
Outfield positioning	B	B	
Backing up players	B		
Infield	B	R	
Outfield	B	R	
Cut off and relay position	B	ADV	
Outfield throw to infield	B	R	
Covering bases	B	ADV	
Force outs	B	B	
Force outs, against bunts		O	
Double play pivots		R	
Run down plays	B	R	
Tagging runners	B	R	
Tagging runners, against steals		R	
Throws to bases	B	R	
Play situations		R	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)



Activity: Skiing - Downhill

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
History		B	
Terminology			
Hill climbing		B	
Braking (stemming)		B	
Turning		B	
Parallel		B	
Technique			
Forward lean		B	
Unweighting		B	
Weight transfer		B	
Angulation		B	
Snowplow		B	
Wide parallel		B	
Recovering from fall		B	
Equipment - Selection & Care			
Type of equipment		B	
Size & length		B	
Binding adjustment		B	
Waxing		B	
Clothing		B	
Safety			
Equipment		B	
First aid		B	
Emergency situation - lost, snowblind, etc.		B	

155

0. 156

Evaluation - Knowledge & Skill Test	Skill & Knowledge
Games, Drills, Activities	Individual
Final Activity (Tournament & Games)	Ski racing - Advanced only

Activity: Soccer

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
History - relationship to other games	B	R	
Rules & regulations	B	R	
Penalties	B	R	
Player position & responsibilities	B	R	
Kicking			
Instep, straight	B	R	
Inside of foot	B	R	
Outside of foot		R	
Scissors		ADV	
Jump		ADV	
Power pass, long	B	R	
Short pass, inside of foot	B	R	
Short pass, outside of foot		R	
Short pass, heel kick		ADV	
Short pass, sole of the foot		R	
Short pass, toe left	B	R	
Short pass, lob, side of the foot		R	
Toe kick, fullback and goal		R	
Knee kick		ADV	
Back, overhead		O	
Trapping			
Wedge, sole of the foot	B	R	
Inside of the foot	B	R	
Outside of the foot		R	
Thigh, inside		R	
Chest and body		R	
Double knee-shin		B	
Stomach		B	
Head		ADV	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Dribbling			
Inside of the foot	B	R	
Outside of the foot	B	R	
Toe chop, with backspin		R	
Sole of the foot; stop-and-go		ADV	
Sole of the foot; reverse & pivot		ADV	
Step-over, with direction change		O	
Heading			
Forward	B	R	
Sidewards, left & right	B	R	
Backwards		ADV	
Jump		R	
Throwing In			
Feet together	B	R	
One foot advanced		R	
Running		R	
Tackling, Charging, Blocking			
Basic stance	B	R	
One leg tackle	B	R	
Sole of the foot		R	
Charging		O	
Blocking		R	
Feinting			
Body feints		O	
Foot feints		ADV	
Goal Keeping			
Basic stance	B	R	
Catching			
Rolling ball	B	R	
Low ball	B	R	
High ball	B	R	

Activity: Soccer (continued)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Goal Keeping (cont)			
Punching	B	R	
Tipping		R	
Dodging		B	
Diving		O	
Throw out	B	R	
Roll out		O	
Punt	B	R	
Drop kick		R	
Game Situations			
Kickoff		R	
Corner kick	B	R	
Goal kick		R	
Drop ball	B	R	
Penalty-free, direct kick		R	
Penalty, indirect kick		R	
Basic lineups			
Offensive W.	B	R	
Defensive-three back		R	
Offensive-M formation		B	
Eight man lineup		ADV	
Rules, and play progression	B	R	
Position play	B	ADV	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)

Activity: Speed-A-Way

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Rules	B	R	
Terminology	B	R	
Safety	B	R	
Kicks			
Drop kicks	B	R	
Punt	B	R	
Dribble	B	R	
Place kick	B	R	
Maneuvers			
Stopping ball	B	R	
Blocking	B	R	
Trapping	B	R	
Volley	B	R	
Juggling	B	R	
Air dribble	B	R	
Goal kicks	B	R	
Strategy		B	

Evaluation - Knowledge & Skill Test	Skill Test - Knowledge Test
Games, Drills, Activities	Individual & Group Skill
Final Activity (Tournament & Games)	Games & Tournaments

Activity: Tennis

SKILL SCOPE AND SEQUENCE

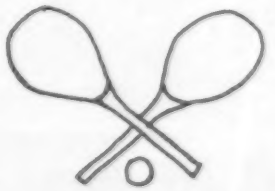
SKILLS	J H S	S H S	NOTES
Knowledge			
History of the game		B	
Basic rules of the game	R	B	
Scoring	R	B	
Etiquette, sportsmanship	B	B	
Glossary of terms	B	B	
Safety precautions	B	B	
Equipment & care of equipment	B	B	
Skills			
Eye-hand coordination	R	B	
Grip			
Eastern forehand	R	B	
Continental forehand	O		
Foot work	R	B	
Body stance	R	B	
Forehand stroke	R	B	
Grip	R	B	
Stance	R	B	
Backswing, forward swing & follow through	R	B	
Moving into position	R	B	
Backhand stroke	R	B	
Grip	R	B	
Stance	R	B	
Backswing, forward swing & follow through	R	B	
Moving into position	R	B	

Activity: Tennis (continued)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Service (flat)	R	B	
Position of feet & of the body	R	B	
Arm movement of the racquet hand	R	B	
Tossing ball into air	R	B	
Rules & faults	R	B	
Volley; high & low	ADV		
Lob	ADV		
Overhead smash	ADV		
Slice serve	ADV		
Net game	ADV		
Game strategy	ADV	B	

Evaluation - Knowledge & Skill Test	Rules - Skill
Games, Drills, Activities	Individual, group drill
Final Activity (Tournament & Games)	Tournament



SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Sprinting			
Starts			
Outdoor	B	R	
Indoor (bunch)	B	R	
Use of starting blocks		O	
Running form	B	R	
Finish form	B	R	
Distance Running			
Body angle	B	R	
Arm swing	B	R	
Foot placement	B	R	
Length of stride	B	R	
Pace - racing strategy		ADV	
Relay Racing			
Baton pass	B	R	
Visual	B	R	
Non-visual		R	
Passing zones & rules	B	R	
Shuttle relay			
Shoulder tap; sprint start	B	R	
Long Jump			
Standing Long Jump	B	R	
Running Long Jump			
Takeoff	B	R	
Flight	B	R	
Landing	B	R	
Check marks	B	ADV	
Measurements	B	R	
Hop, step & jump			
Step & leap	R	R	
Running hop, step & jump		R	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
High Jump			
Western roll			
Approach	B	R	
Takeoff	B	R	
Layout	B	R	
Landing	B	R	
Eastern roll		O	
Straddle jump	B	R	
Hurdles (with special exercises)			
Form			
Takeoff		R	
Front leg		R	
Trail leg		R	
Body angle		R	
Arm action		R	
Getting step			
Start		R	
Steps between hurdles		R	
Shot Put (only with protected area)			
Grip		B	
Stance		B	
Glide		B	
Reverse		B	
Follow through		B	
Discus (only with protected area)		O	
Javelin (only with protected area)		O	

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Pole Vault (only with proper facility)			
Grip		0	
Approach		0	
Takeoff		0	
Air movement		0	
Pole release		0	
Check marks		0	
Landing		0	

Evaluation - Knowledge & Skill Test

Games, Drills, Activities

Final Activity (Tournament & Games)

Activity: Volleyball

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Rules	B	R	
Terminology	B	R	
Safety procedures	B	R	
Serving			
Underhand; open palm	B	R	
Underhand; fist	B	R	
Overhand; open palm	B	R	
Overhand; fist		B	
Spins and curves			
Passing and Volleying			
Receiving serve	B	R	
Two-hand; underhand pass	B	R	
Two-hand; overhead pass	B	R	
Chest pass	B	R	
Setup	B	R	
One-hand; underhand pass		B	
One-hand; overhand pass		B	
Setup and spike	B	R	
Spike	B	R	
Rotation			
Simple	B	R	
Other types		R	
Team Play - Offense			
Set plays		R	
Team strategy		R	
Running attack		O	

Activity: Volleyball (continued)

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Team Play - Defense			
Blocking		R	
Retrieving ball from the net		R	
Spike defense		O	
Defense strategy		O	
Serve defense		O	
Evaluation - Knowledge & Skill Test			Written/skill
Games, Drills, Activities			Individual, group, team
Final Activity (Tournament & Games)			Tourney/league

Activity: Wrestling

SKILL SCOPE AND SEQUENCE

SKILLS	J H S	S H S	NOTES
Knowledge			
Rules & regulations	B	B	AAHPER Material
Uniforms & equipment	B	B	
Scoring	B	B	The Handbook of Wrestling Drills, George Gianakaris & Frank Damico, A.S. Barns Co., 1974
Safety practices & etiquette	B	B	
Skills			
Stance (open, closed, basic)	B	B	
Tie-up positions	B	B	
Takedowns	B	B	
Breakdowns & rides	B	B	
Reversals & escapes	B	B	
Pinning combinations	B	B	
Counters	B	B	
Strategies	B	B	
Evaluation - Knowledge & Skill Test			Oral/written tests - Checklist of skills
Games, Drills, Activities			
Final Activity (Tournament & Games)			

ADAPTED PHYSICAL EDUCATION

177

178

ADAPTED PHYSICAL EDUCATION

INTRODUCTION

A comprehensive program of physical education should meet the needs of all students, including the handicapped. Those students who qualify as handicapped have a need for physical education to a greater extent than non-handicapped individuals. Many students with an impairment or disability are capable of successfully participating in the regular physical education program. There are instances where specialized physical education programs are needed by some students.

The Vocational Rehabilitation Act of 1973 prohibits the discrimination against individuals in housing, employment, transportation accessability and education. The regulations of the law refer specifically to physical education in that "A recipient that offers P.E. courses or that operates or sponsors intercollegiate, club or intramural athletes shall provide to qualified handicapped students equal opportunities for comparable participation in these activities." This is a basic civil rights law to protect the handicapped.

Public Law 94-142, the Education for all Handicapped Children Act of 1975, is based on the right of all handicapped students, without exception, to receive a free public education appropriate to meet their individual needs. Those handicapped individuals who are currently unserved are of highest priority for special education services. Students who are more severely involved should receive consideration for special services prior to considering those with lesser involvement. For example, a student with a marked physical impairment, i.e., severe cerebral palsy, who is not receiving any physical education program should receive priority attention prior to considering additional needs of a student with a lesser impairment, i.e., learning disabilities.

The education requirements under the Education For All Handicapped Children Act apply to those students who qualify as "handicapped." There are two criteria to qualify as handicapped: (1) the student has an identifiable impairment, e.g., mental retardation, deaf, blind, cerebral palsy; and (2) the student needs a special education service. Special education refers to specially designed to meet the needs of a child with an impairment, then that instruction is special education. The content of physical education has been defined within the Federal regulation (121a.14). It includes the development of: (a) physical and motor fitness; (b) fundamental motor skills and patterns and (c) skill in aquatics, dance, and individual group games and sports (including intramural and lifetime sports). The regulations stipulate that physical education services must be made available to every handicapped child receiving a free appropriate public education. Further clarification in the regulations indicates that "a handicapped child attending a regular school would participate in the regular P.E.

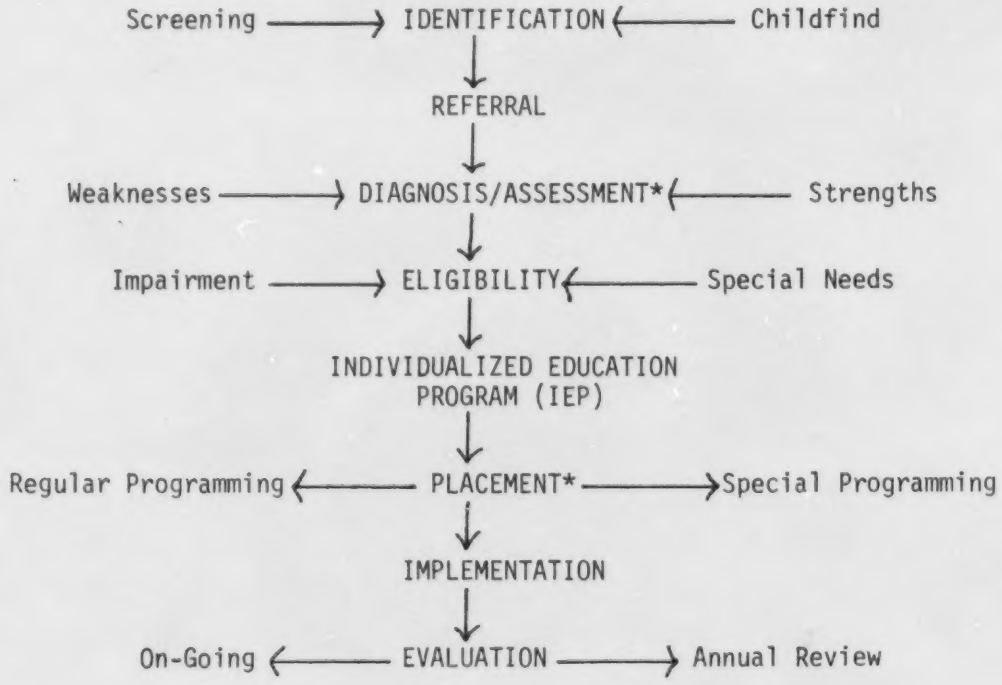
program, unless the child needs specially designed P.E. as prescribed in his or her individualized education program (Federal Register, Vol. 42, No. 163, p. 42507, August 23, 1977). Therefore, attention should be given first to the extent to which a student can successfully participate in the regular program and second to the specially designed services needed, when developing an individualized education program.

It has been the practice of some school districts to use physical therapy, recreation, or similar support services to take the place of physical education for handicapped students. These support services are "related services" which should be provided when they are required to assist a handicapped child to benefit from special education. Most handicapped students are capable of participating at least to some extent either in a regular or a specially designed physical education program. There may be some severely handicapped students, however, who initially will require only a physical therapy service, for example, to enable them at some future time to benefit from a physical education program.

Process Overview

In order to provide an appropriate education for handicapped students, there is a general process to follow, regardless of the specific rules, regulations, or procedures required by a state or district. The process takes into consideration that handicapped students must be identified, their needs assessed, a program developed, and the effectiveness of the program evaluated. The more specific procedures for each district ensure that the due process rights of each handicapped student are met. To meet these rights, parents should be involved throughout the process of providing special education services. In some steps within the process districts are required by law to involve parents, in others it is a desirable practice. Parents can provide useful assistance to assure that an appropriate physical education program is provided.

Following is a flowchart which outlines the activities to include in order to provide special physical education services to those students who are in need of such services.



Next will be a discussion of each step within the process.

Identification

Districts have a responsibility to identify all exceptional students who may be in need of special education assistance. Identification procedures must include child find activities designed to locate students who are not receiving any education at all. Students within the school system who are not receiving needed special services, such as for physical education, can be identified through screening, census, survey, and other pocedures. Screening which involves all students need not have parental consent. Teachers of physical education should consider that a student who is having skill, cognitive, or affective difficulties in class, may be having those problems due to a handicapping condition (i.e., impairment) and require some special physical education service.

Identification of students who may require special physical education services can be done in several ways. A common procedure is to screen all students in certain grades, such as 1, 4, 7, and 10. This procedure often includes posture screening, fitness testing, and a simple checklist of motor skills and patterns. A simple questionnaire survey is useful for quickly getting all teachers to identify those students who are evidencing problems in class. A study team then determines if a diagnosis/assessment is needed to verify that the problems are due to an impairment and the student does require special physical education and/or related services. Therefore, the identification of a student as having problems in the class does not automatically result in that student receiving the label "handicapped." It is, then, in the best interests of students if teachers feel free to begin the process at any time of determining why and what problems a student has and how best to meet the student's needs.

Referral

Once a student has been identified as possessing problems, the next step is to refer the student to the Child Study Team. Any number of persons may refer the student at any time. For example, a parent, teacher, doctor, related service provider, administrator, or outside agency separately or combined could refer the student for further discussion and/or assessment.

A best-practice procedure for referring a student is to request that the person complete a form which would document at least the following:

- name of person(s) referring, date of referral
- general student background - name, age, grade
- area of referral - academics, physical education, social emotional, etc.
- specific reason(s) for referral
- identification (screening and procedure utilized)
- how the student performs in relation to his/her peers
- what has been done to date to assist the student

This information would then be shared with members of the Child Study Team. The purpose of teaming is to cooperatively determine the student's needs and how best the school can meet these needs. In all cases of referrals, district procedures should be followed.

Diagnosis/Assessment

If the study team believes that there is a likelihood that a student who has been referred to them is having educational problems as a result of an impairment, then they will arrange for a diagnosis and assessment of the child. Diagnostic evaluation is used to determine the type of exceptionality for which a student qualifies, i.e., physically handicapped, mentally retarded, emotionally impaired, chronically ill, specific learning disabled, visually impaired, hearing impaired, speech impaired, or language impaired (see Appendix B of the Idaho Administrative Rules and Regulations for Special Education for eligibility standards). Districts are required to provide procedures for a comprehensive evaluation of students. Motor skill testing does provide very important assessment information. It tells what a student's strengths and weaknesses are, thereby leading to the development of program needs. Assessment of cognitive and affective abilities should also be considered for a student who has problems in physical education.

In arranging for a comprehensive evaluation of a student, there are procedural safeguards which must be provided to protect the rights of students, parents, and schools. Written parental consent must be obtained before any individual test may be administered to a student. This means that if a parent refuses to consent to any testing of their child or the use of a specific instrument or testing procedure, that test(s) may not be used unless recommended through a hearing process. Also, a parent who disagrees with the results of a comprehensive evaluation has the right to have an independent evaluation conducted. This additional testing is paid by the school district if the parent submitted a request for the evaluation to the study team prior to the evaluation being conducted. Results of the independent evaluation must be considered by the school district in any decision regarding the provision of a free appropriate public education for the student and may be presented as evidence at a due process hearing. Additionally, school districts must ensure that:

A. Tests and other evaluation materials:

1.
2.
3.

B. Tests and other evaluation materials include....

C. Tests are selected and administered so as...

D. No single procedure is used...

E. The evaluation is made by a multidisciplinary team....

F. The child is assessed in all areas.

A physical education assessment should be designed to obtain whatever information is needed to determine the needs of the student in relation to the problems evidenced. It may be necessary to assess cognitive and affective behavior in addition to motor abilities. The broad areas in which a comprehensive assessment of motor skills should be considered are:

A. Physical and motor fitness

B. Fundamental motor skills and patterns

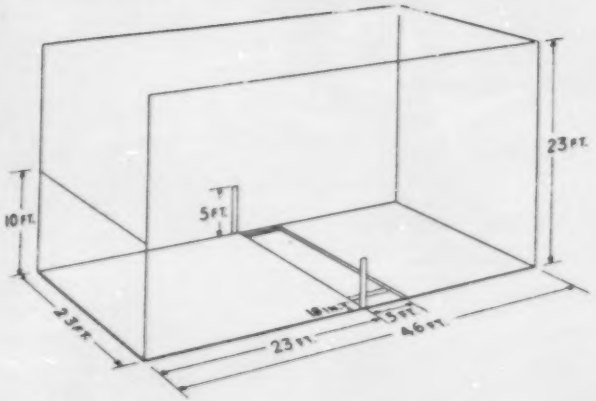
C. Skills in aquatics, dance, and individual group games and sports (including intramural and lifetime sports)

There are a variety of sources which can be used to obtain assessment information. These include: referral forms, school records, norm-referenced tests, criterion-referenced tests, developmental scales, observation, interviews, and consultants. Tests and procedures should be selected based upon their appropriateness to the information needed. Any specific testing which is conducted must be conducted by qualified personnel. Ideally a district would have access to a person with background in both physical education and recreation and training in evaluation. A physical education or special education teacher could obtain a minimum background through in-service training. Supportive assessement information can be provided by physicians, psychologists, physical therapists, occupational therapists, and other related service personnel.

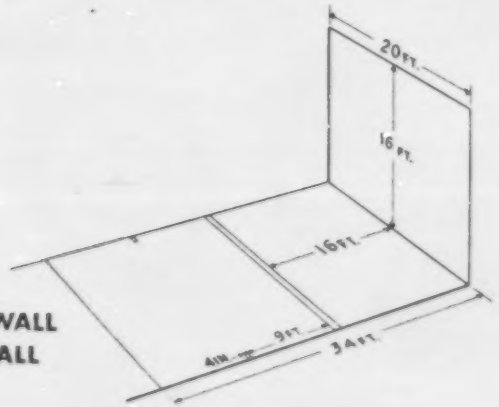
APPENDIX A

Court Diagrams & Dimensions

HANDBALL

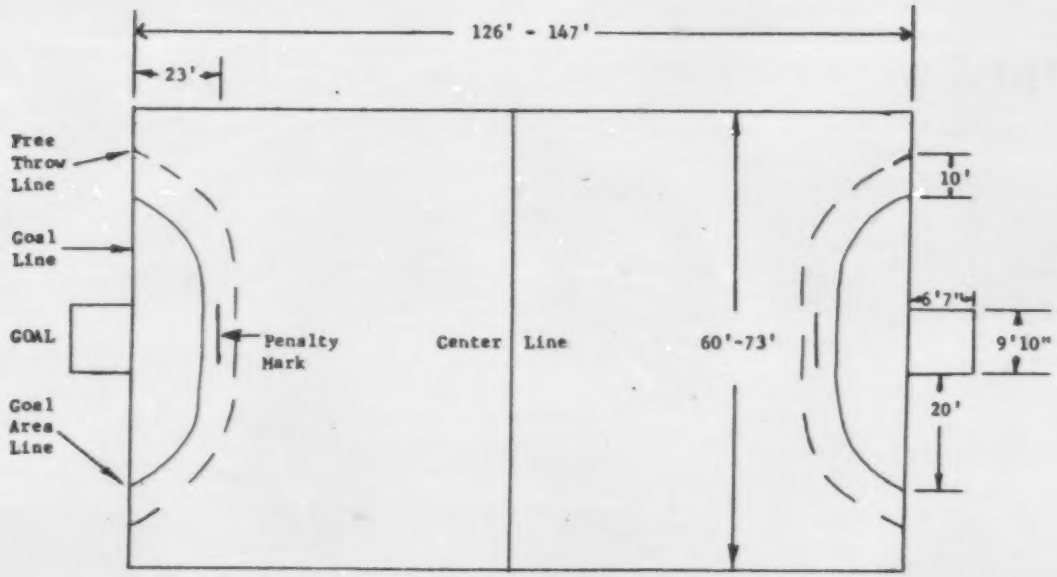


FOUR WALL HANDBALL

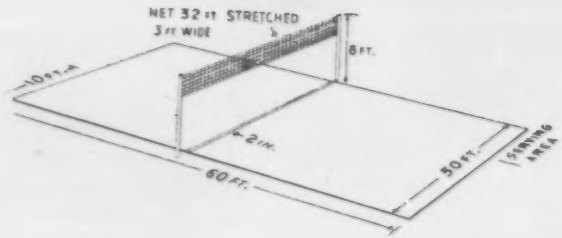


SINGLE WALL HANDBALL

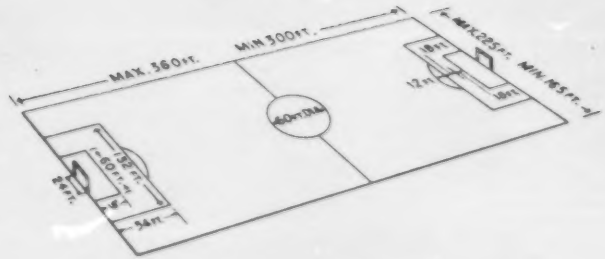
TEAM HANDBALL PLAYING AREA



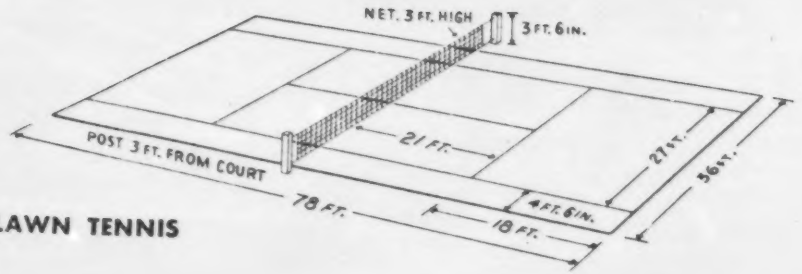
VOLLEY BALL



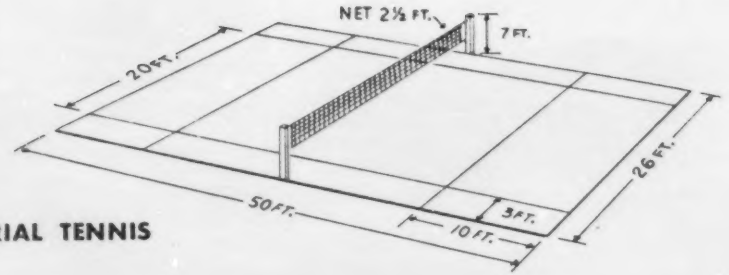
SOCCER



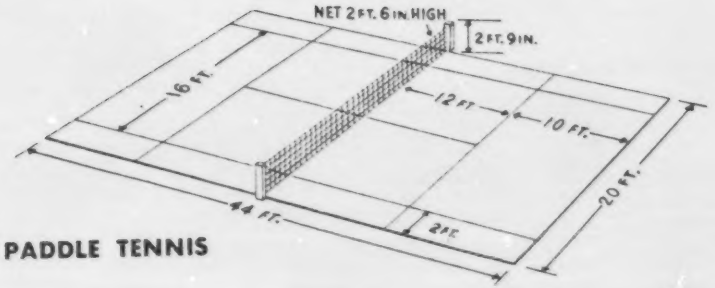
TENNIS



LAWN TENNIS

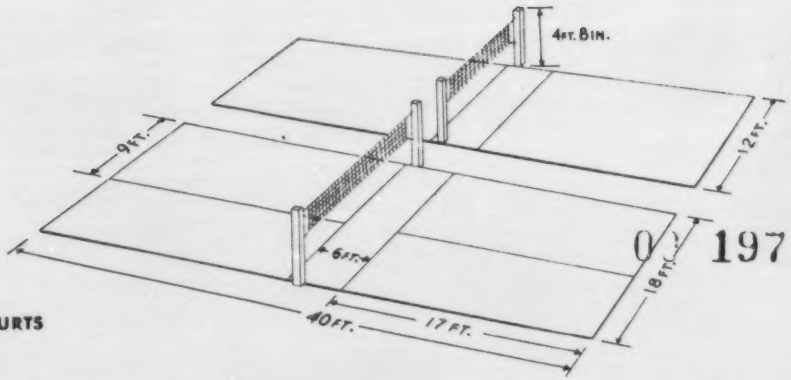


AERIAL TENNIS



PADDLE TENNIS

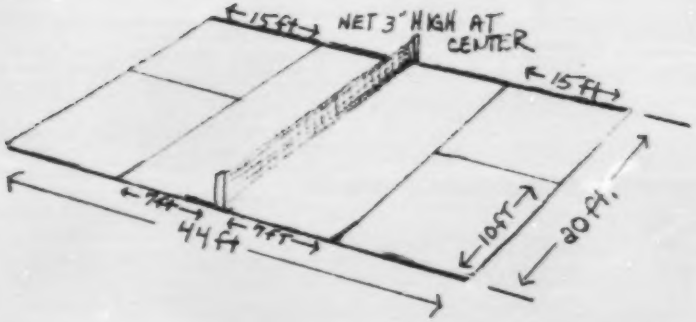
196

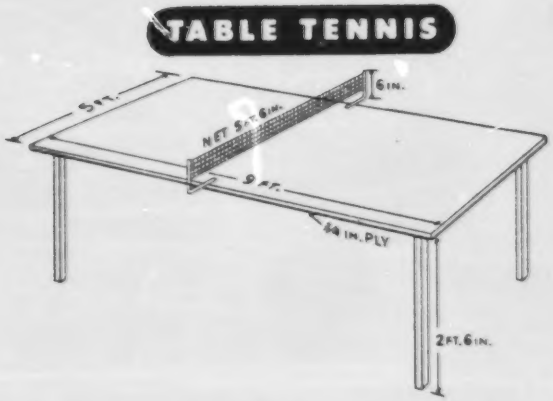


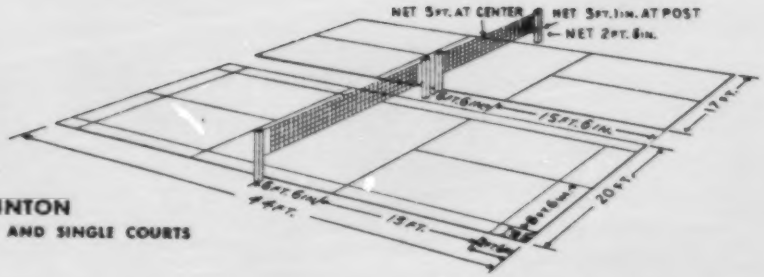
DECK TENNIS
DOUBLE AND SINGLE COURTS

0 197

PICKLEBALL





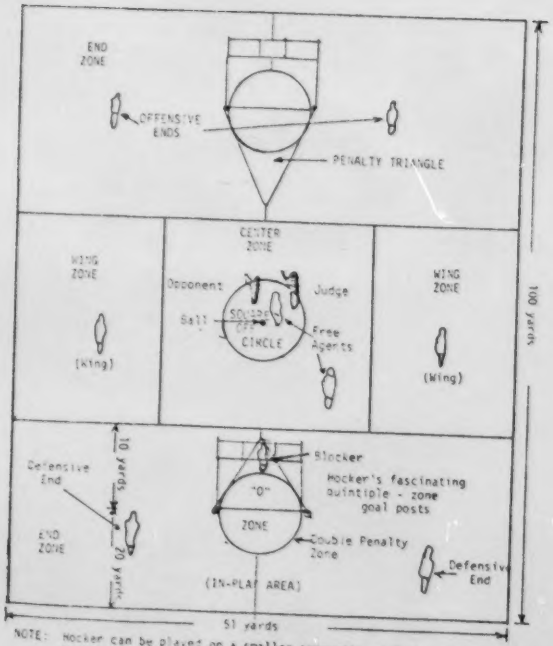


BADMINTON
DOUBLE AND SINGLE COURTS

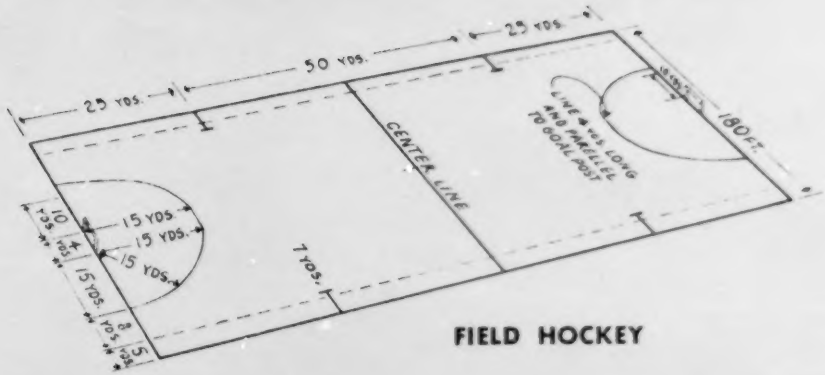
198

199

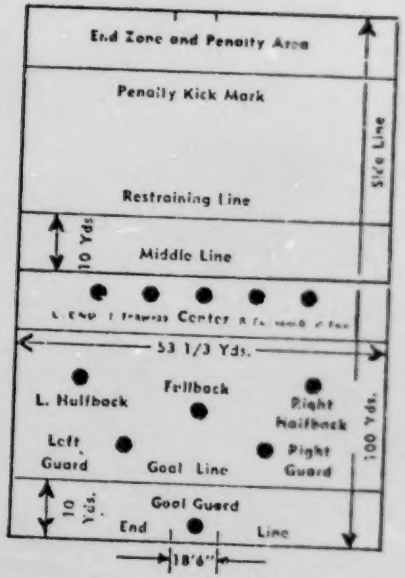
HOCKER PLAYING AREA



NOTE: Hocker can be played on a smaller proportioned field, lot, or backyard. Rocks, soda cans, or trash barrels can serve the purpose as goals. A 4' fence is recommended to define the boundaries of the field.

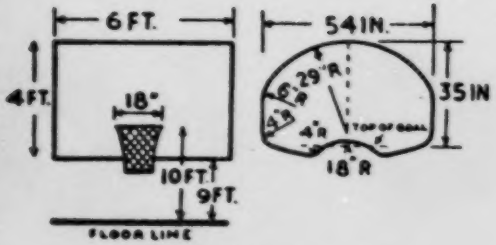


FIELD HOCKEY

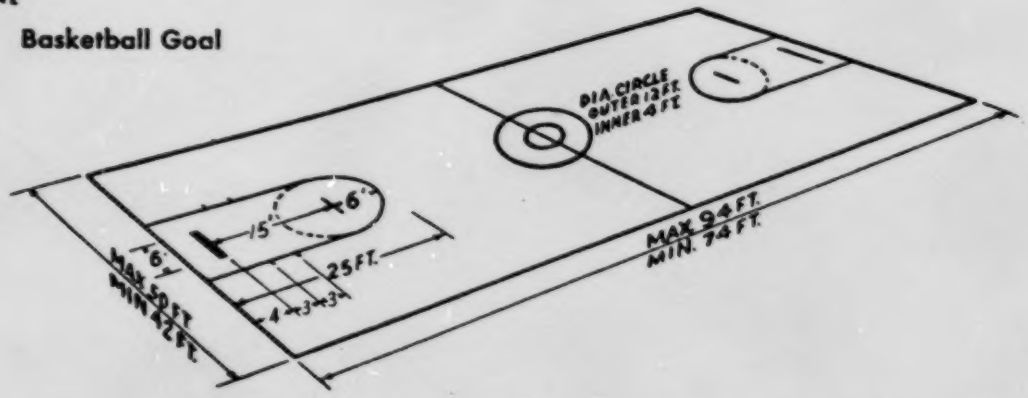


SPEEDBALL FIELD

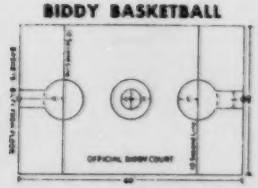
BASKETBALL



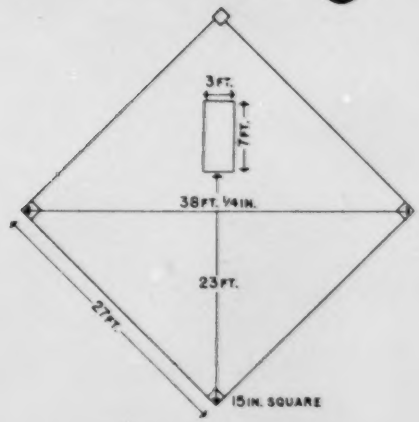
Basketball Goal

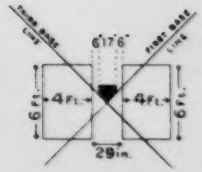


BIDDY BASKETBALL



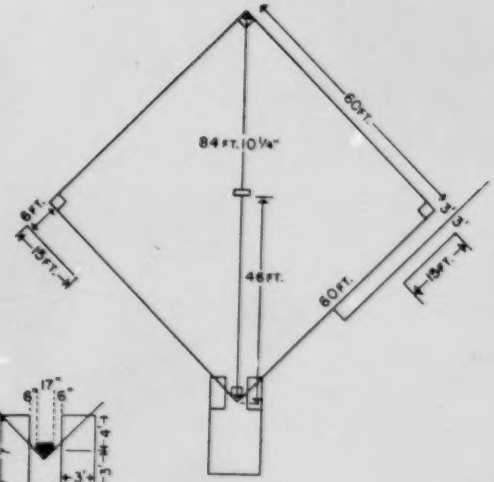
INDOOR BALL

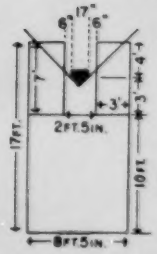




HOME BASE AND BATSMANS LINES

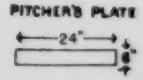
SOFT BALL

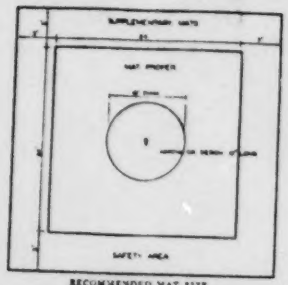




HOME BASE

PITCHER'S PLATE





RECOMMENDED MAT SIZE

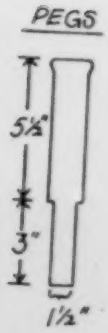
WRESTLING MAT

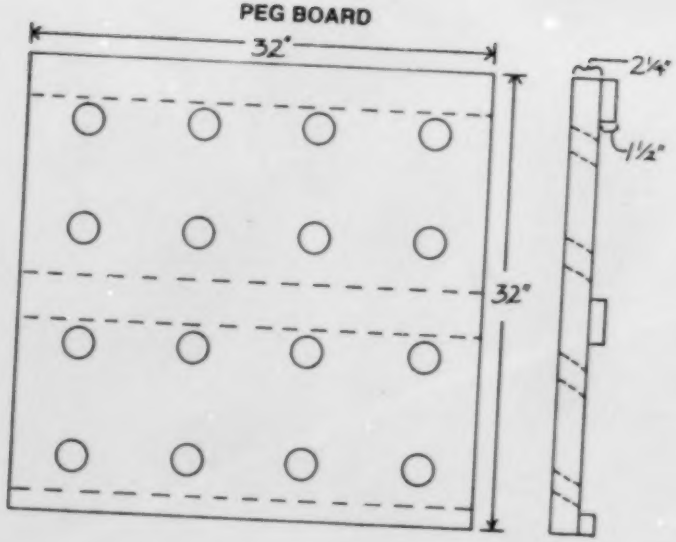
CIRCULAR MAT

38' OVER-ALL DIA. 28' DIA. CIRCLE; 10' DIA. INNER CIRCLE

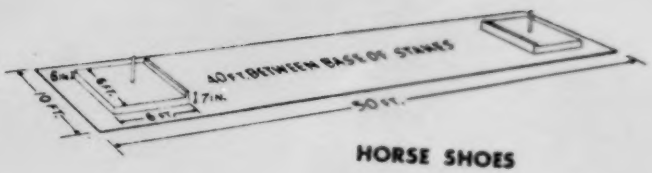
TETHER BALL

Court is circle 20' in diameter, with 10' pole in center. Locate two points 17'4" apart on circle and draw straight lines from each point through center of circle to opp. site side of circle. Playing areas are pair and two points on circle.

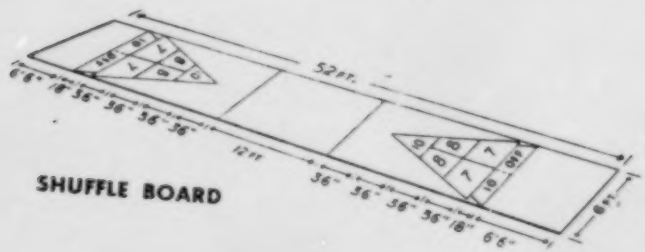




204



HORSE SHOES



SHUFFLE BOARD

205

APPENDIX B

SAMPLE PARENT LETTER

To: Parents

FROM:

SUBJECT: Health and Physical Education

We would like to welcome your son or daughter to _____ High School. We are looking forward to having your child participate in Health and Physical Education which we know is an integral phase of his or her growth and development.

All secondary school pupils in Idaho are required to take at least one year of instruction in physical education.

If your child cannot participate in the regular physical education program, please mark restricted program on the portion of this letter to be returned.

If restricted program is marked, this must be accompanied by the examining physician's Medical Form PE_____. If the regular program is marked, then your child is expected to participate in the regular program of Health and Physical Education. If your child cannot participate because of a temporary restriction, you may write a note which will excuse him or her for that day.

_____
Name of Pupil

I have received your letter and am returning the following information for the classification of the above named pupil in the Health and Physical Education Program.

PLEASE LIST ANY CRIPPLING DISEASES, SUCH AS BROKEN BONES, POLIO, EPILEPSY, ASTHMA, DIABETES AND RHEUMATIC FEVER.

1. _____ 3. _____

2. _____ 4. _____

PLEASE CHECK THE APPROPRIATE SPACE

REGULAR PROGRAM _____ RESTRICTED PROGRAM _____
(Medical Form PE _____ to be attached)

ADDITIONAL COMMENTS OR EXPLANATIONS

SIGNED _____
PARENT OR GUARDIAN

APPENDIX C

EXAMINING PHYSICIAN'S MEDICAL FORM

NAME OF PUPIL _____ AGE ____ GRADE _____

SCHOOL _____ TOWN _____ TELEPHONE _____

DIRECTOR OF PHYSICAL EDUCATION _____

PRINCIPAL _____

To the attending physician:

The physical education program for both boys and girls is one which embraces a great variety of activities. Physical education is a required subject and each pupil is encouraged to participate to the fullest extent of his/her capacity. Below are the various phases of activity offered. Please check the appropriate spaces after each activity indicating the degree to which the pupil under your care may participate.

Events	High	Mod.	Low	None	Events	High	Mod.	Low	None
Archery					Recreational Games				
Badminton					Soccer				
Baseball					Speedball				
Basketball					Square Dancing				
Body Mechanics					Social Dancing				
Bowling					Softball				
Condition.Exer.					Swimming				
Dance Act.					Table Tennis				
Field Hockey					Tennis				
Fly Casting					Tetherball				
Folk Dancing					Touch Football				
Golf					Track & Field				
Gymnastics					Tumbling				
Jogging & Walking					Volleyball				
Lacrosse					Walking				
Modern Dance					Weight Training				
Push Ball					Wrestling				

Nature of Illness/Injury _____

Limitation of Activity _____

Date of Return to Normal Activities _____

Signature of Physician _____

Address _____ Telephone _____

APPENDIX D
ACCIDENT REPORT FORM

SCHOOL _____ ADDRESS _____ ZIP CODE _____

I. STUDENT INFORMATION

A. Name _____ B. GRADE _____ C. AGE _____
D. SEX ___ Male ___ Female E. TEACHER _____

II. ACCIDENT INFORMATION

A. Time of Accident ___ A.M. ___ P.M. B. Date _____
C. Supervised Activity ___ Yes ___ No Name of Instructor Present _____
D. Nature of Injury (May be completed after medical examination)

1. ___ Abrasion
2. ___ Animal or Insect bite
3. ___ Asphyxiation
4. ___ Bruise
5. ___ Burn
6. ___ Concussion
7. ___ Contact - Toxic Subst.
8. ___ Cut
9. ___ Dental
10. ___ Dislocation
11. ___ Foreign Body
12. ___ Fracture
13. ___ Heat Exhaustion
14. ___ Laceration
15. ___ Puncture
16. ___ Shock, Fainting
17. ___ Sprain
18. ___ Other _____

E. Part of Body Injured

I. Head
1. ___ Scalp
2. ___ Back
3. ___ Front
4. ___ Eyes
5. ___ Ear
6. ___ Nose
7. ___ Mouth
8. ___ Teeth
9. ___ Neck

II. Trunk
1. ___ Chest
2. ___ Abdomen
3. ___ Back

III. Arms
1. ___ Shoulder
2. ___ Upper Arm
3. ___ Elbow
4. ___ Lower Arm
5. ___ Hand
6. ___ Fingers

IV. Legs
1. ___ Hip
2. ___ Upper Leg
3. ___ Knee
4. ___ Lower Leg
5. ___ Foot
6. ___ Toes

F. Location of Accident

1. ___ Athletic Field
2. ___ Cafeteria
3. ___ Classroom
4. ___ Gym
5. ___ Hallway
6. ___ Lab
7. ___ Playground
8. ___ Restroom
9. ___ Shower-Dress Rm.
10. ___ Stairs
11. ___ Street
12. ___ School Bus
13. ___ VoEd Shops
14. ___ Other _____

III. CONTRIBUTING CAUSES

A. Environmental Factors
1. ___ Crowding
2. ___ Doors
3. ___ Drinking Fountain
4. ___ Equipment
5. ___ Floors
6. ___ Surface
7. ___ Lighting
8. ___ No Handrail
9. ___ Mechanical Defects
10. ___ Ventilation
11. ___ Weather
12. ___ Other

B. Human Factors
1. ___ Active Game
2. ___ Fatigue
3. ___ Fighting
4. ___ Horseplay
5. ___ Improper Attitude
6. ___ Lack of Training or Experience
7. ___ Preoccupation
8. ___ Running
9. ___ Violation of Rules
10. ___ Other _____

C. Agents
1. ___ Animal or insect
2. ___ Electricity
3. ___ Fire
4. ___ Gases
5. ___ Liquids
6. ___ P.E. Equipment
7. ___ Pencil
8. ___ School Equipment
9. ___ Solids
10. ___ Student
11. ___ Vehicle
12. ___ Other

IV. ACCIDENT DESCRIPTION

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

_____

_____

V. POST ACCIDENT INFORMATION

A. Was First-Aid given? ___ Yes ___ No By whom _____
Describe _____

B. Does health record indicate tetanus immunization currently effective? ___ Yes ___ No

C. Was parent or other responsible person notified? ___ Yes ___ No. By whom _____
_____ Time _____

D. If no, explain _____

E. Was student sent home ___ Yes ___ No If yes, was he or she accompanied? ___Yes___No

F. Was student sent to physician? ___ Yes ___ No Name of physician _____

G. Was student sent to hospital emergency room? ___ Yes ___ No Name of hospital _____

H. Method of transportation _____

I. Days absent _____

J. Extent of property damage _____

_____

_____

VI. ACTION TAKEN TO PREVENT SIMILAR ACCIDENT

A. INSTRUCTIONAL

1. ___ Discussed at Staff meeting
2. ___ Discussed in each class as part of regular instruction
3. ___ Discussed with Parent
4. ___ Personal instruction given to student
5. ___ Personal instruction given to personnel in charge
6. ___ Presented as a subject of assembly program

B. POLICY OR CORRECTIVE ACTION

1. ___ Corrected operational procedures
2. ___ Notified school safety committee
3. ___ Repaired faulty equipment
4. ___ Safety specialist invited to assist in safety program
5. ___ Safety rules amended to prevent recurrence
6. ___ Suggest closer supervision

C. ___ OTHER

D. ___ NO ACTION

_____

_____

VII.

Signed _____ Title _____ Date _____

Teacher _____

Other Witness _____

14

APPENDIX E

TOURNAMENT DESIGNS

Single Elimination Tournaments

This type of tournament is charted in bracket form (Figure 1). Being the quickest method of determining a winner, the Single Elimination Tournament has the disadvantage of providing fewer opportunities for contestants to play.

The number of games to be played to complete the tournament can be figured by simply subtracting 1 from the number of entries. For example; with 16 entries, 15 games will be played (16 - 1 = 15). In determining the number of rounds required, this total should be the same number as the power to which two must be raised to equal the number of entries. For example; with 8 contestants, two must be raised to the third power, indicating there will be three rounds. In the case of Figure 1 in which there are only 13 contestants, this total must be raised to 16, the next highest power of two. Thus, as 16 = 2, there will be four rounds.

To calculate the number of games to be played in Round 1, subtract the number of byes from the number of teams and divide by two (Figure 1; 13-3 (10) divided by 2 = 5 games). As explained previously, the byes are placed as such in Figure 1, with the seeded teams being awarded the byes.

If time permits, an interesting preliminary game to the championship contest would be a play-off for third place. This gives the losers in the semi-finals an opportunity to play again and allows more teams to participate in the placement laurels.

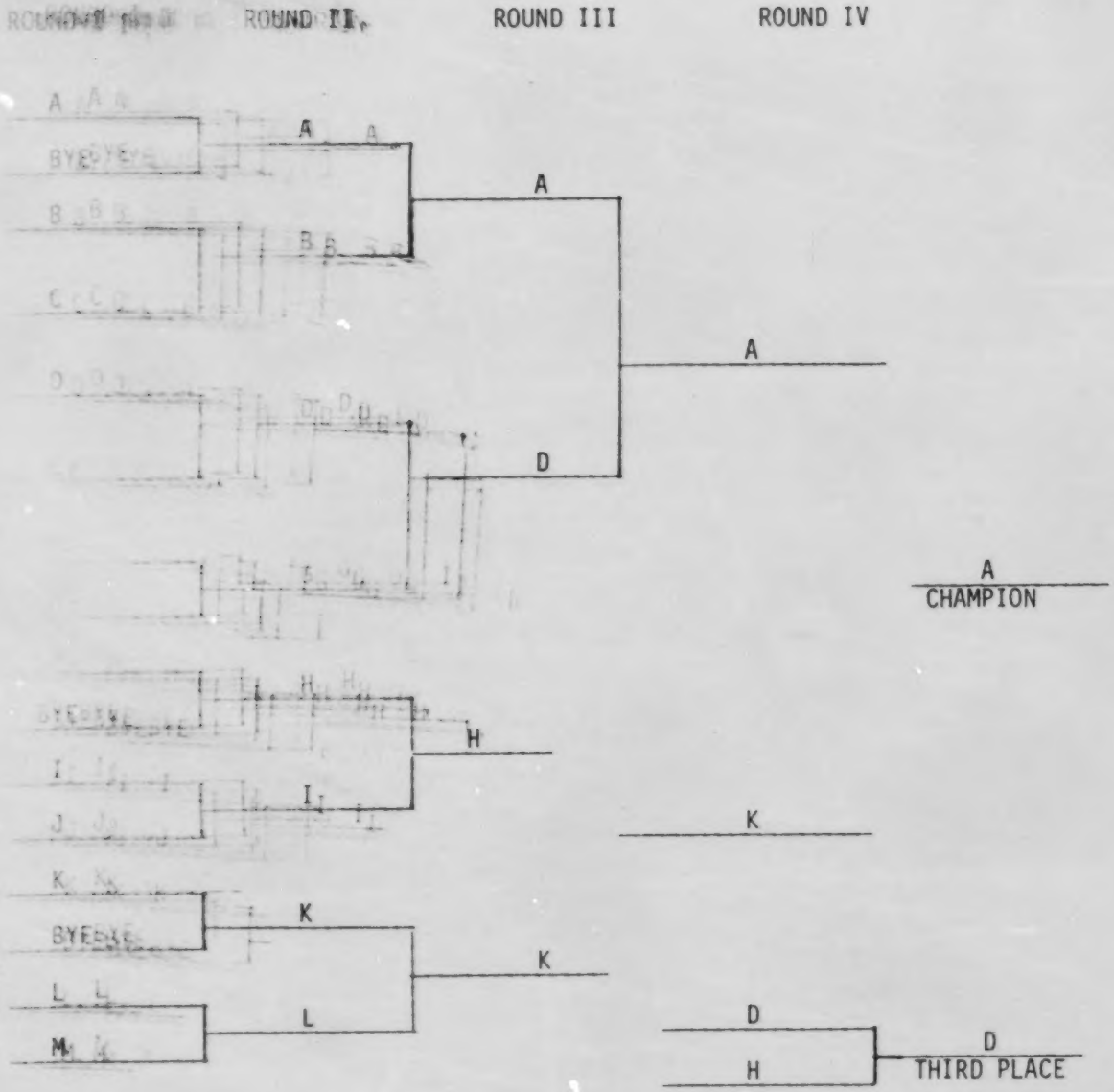


FIGURE I

Single Elimination
Tournament

No. of Entrants	16
No. of Contestants	13
No. of Byes	3
No. of Games	15
No. of Rounds	4
No. of Round I Games	5

SEEDED TEAMS

1 - A
2 - K
3 - H
4 - D
5 - M

FINAL STANDINGS

1st - A
2nd - K
3rd - D
4th - H

CONSOLATION TOURNAMENTS

Aside from the regular elimination tourney, a Consolation Tournament may be conducted with losers from the first round of play participating. This arrangement enables every entry to play in at least two contests. Weaker teams who may have drawn a seeded team in the first round and teams who have traveled long distances are given a second chance to compete.

Figure 2 illustrates the consolation bracket. In order to equally balance the total number of entries, three byes are used (8 entrants - 5 contestants = 3 byes). From this point, the tourney is conducted like a Single Elimination Tournament, ending with a special consolation champion.

FIGURE 2

CONSOLATION

TOURNAMENT

(Charted after Figure 1)

215

216

DOUBLE ELIMINATION TOURNAMENTS

The Double Elimination Tournament requires a much longer period of play than the Single Elimination. Each team must be defeated twice before being eliminated from further competition. As shown in Figure 3, the championship bracket is carried on in the usual manner, with the defeated teams dropping into the losers' bracket. The teams that win out in both brackets are matched for the championship.

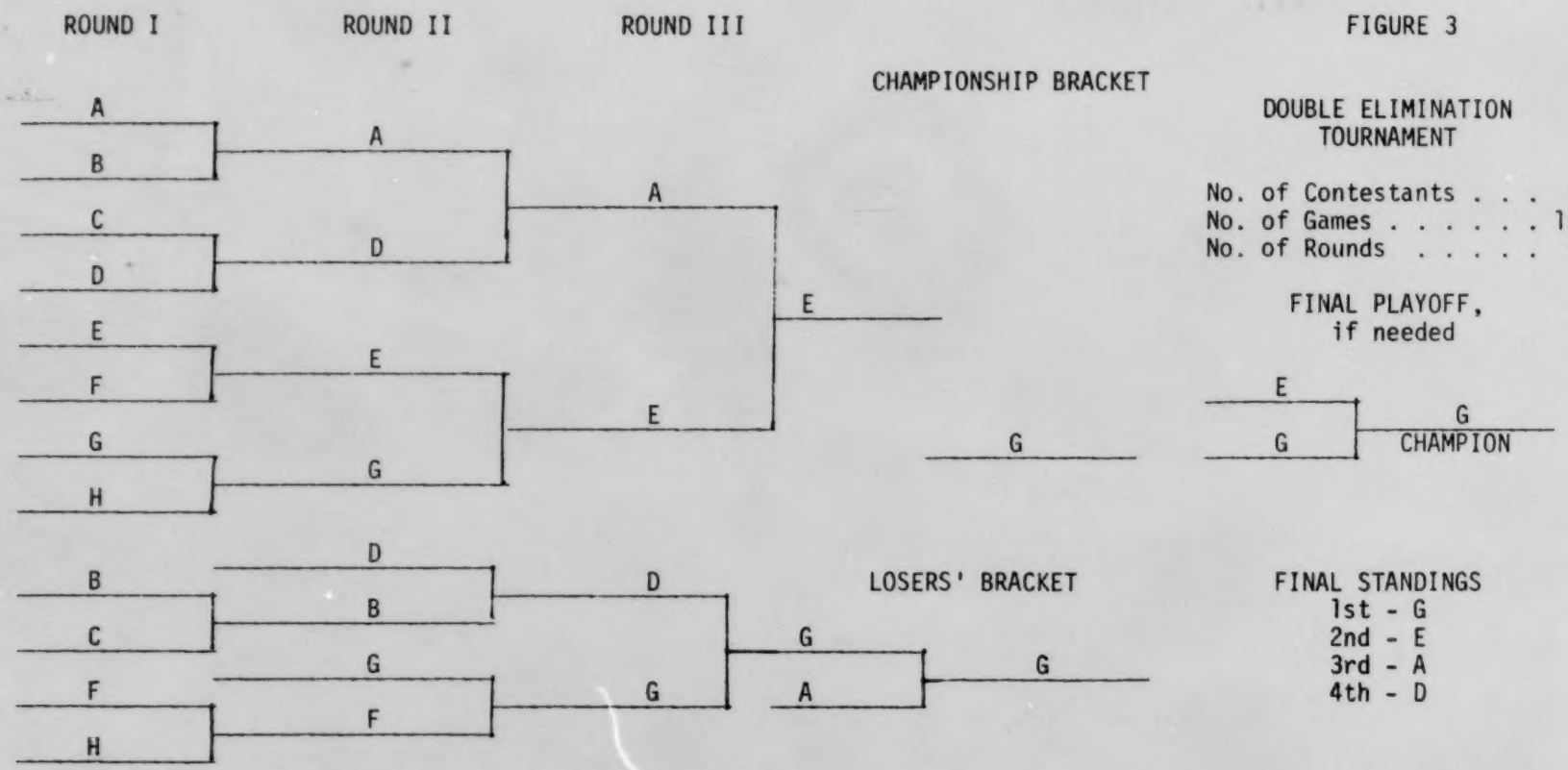


FIGURE 3

DOUBLE ELIMINATION TOURNAMENT

No. of Contestants . . . 8
No. of Games 14
No. of Rounds 3

FINAL PLAYOFF, if needed

FINAL STANDINGS
1st - G
2nd - E
3rd - A
4th - D

If team "E" would have defeated team "G" in Figure 3, the tournament would have been over since team "G" had been defeated previously. With team "G" winning, team "E" suffers its first defeat and a rematch between the two must be held to determine the champion.

215

The number of games to be played in a Double Elimination Tournament is determined by subtracting 1 from the number of entries and multiplying by 2. Add one to this total for a possible championship play-off. If byes are needed in the losers' bracket, they should be arranged to avoid being matched with an entry which drew a bye in the championship bracket. Also, avoid pairing entries that have met in earlier rounds.

Round Robin Tournaments

Requiring a longer period of time for completion, the Round Robin Tournament provides more participation for every contestant than any other type of tourney. Every player, or team, competes against every other player, or team, which stimulates interest throughout the playing session.

The final outcome of such a tournament is decided on a percentage basis. The winner is determined according to the percentage of victories, which is obtained by dividing the number of victories by the number of games played. The team with the second-best percentage is awarded second place, the team with the third best percentage third place, and so on. As an added incentive during the playing season, team percentages should be posted from time to time. This tends to add to the competitive atmosphere of the tournament.

Before charting out a schedule, the total of number of games to be played must be determined. This may be done by either of two ways: (1) apply the formula $N(N-1) \div 2$ with N representing the number of entries, (2) record the number of entries (6, 5, 4, 3, 2, 1) and then cancel the highest number, adding the remaining figures (5 + 4 + 3 + 2 + 1 = 15 games to be played).

There are many different methods of arranging and charting Round Robin Tournaments. One of the most common methods is to arrange the teams in two vertical columns, as follows:

1-4 2-5 3-6 (even number)

With an even number of entries, a bye is used and placed at the top of the second column. With this arrangement, all numbers revolve with the first number drawing the bye or "open date" in each round.

1-Bye
2-5
3-6 (odd number)
4-7

220

219

When teams do not have "home" fields or courts, a Round Robin schedule should be adjusted so that each team plays approximately the same number of games on each field or court. (The schedules on pages and have been so balanced.)

If there is sufficient time for each team to play every other team twice, a Double Round Robin Tournament may be scheduled simply by repeating the first schedule. If the number of entries is so large that it makes scheduling cumbersome, divide the entries into sections, leagues or divisions, and then conduct an elimination tournament for the winners of each league or decide the ultimate champion.

The preceding discussion has presented the fundamentals of normal tournament arrangement and scheduling. However, these basic principles are presented merely as a guide to tournaments and schedules in general and it should be remembered that there will be as many possible variations and different ways to arrange these principles as there will be tournaments and schedules.

Round Robin Tournament

4-Team Schedule

Field or Court			
A	2-1	4-2	4-1
B	3-4	1-3	2-3

5-Team Schedule

Field or Court					
A	1-4	3-1	5-3	2-5	4-2
B	2-3	4-5	1-2	3-4	5-1

6-Team Schedule

Field or Court					
A	2-1	3-4	6-4	5-3	5-6
B	4-5	6-1	2-3	6-2	1-3
C	3-6	2-5	1-5	4-1	4-2

7-Team Schedule

Field or Court							
A	1-6	4-2	2-7	5-3	3-1	6-4	7-5
B	2-5	5-1	3-6	6-2	4-7	7-3	1-4
C	3-4	6-7	4-5	7-1	5-6	1-2	2-3

8-Team Schedule

Field or Court							
A	5-6	3-4	7-8	7-5	1-3	3-6	8-2
B	3-8	1-7	6-2	6-1	4-2	4-5	7-3
C	4-7	8-6	4-1	2-3	5-8	2-7	1-5
D	2-1	2-5	5-3	8-4	6-7	8-1	6-4

9-Team Schedule

Field or Court									
A	1-8	5-3	2-9	6-4	3-1	7-5	4-2	8-6	9-7
B	2-7	6-2	3-8	7-3	4-9	8-4	5-1	9-5	1-6
C	3-6	7-1	7-4	8-2	5-8	9-3	6-9	1-4	2-5
D	4-5	8-9	5-6	9-1	6-7	1-2	7-8	2-3	3-4

10-Team Schedule

Field or Court									
A	2-1	10-4	6-9	10-6	5-3	1-9	7-3	5-6	7-4
B	5-8	1-7	7-8	2-5	6-2	10-8	6-4	1-10	9-3
C	4-9	8-6	3-1	3-4	7-10	2-7	5-1	2-9	6-1
D	3-10	9-5	4-2	1-8	8-9	3-6	8-2	4-7	7-5
E	6-7	2-3	5-10	9-7	4-1	4-5	9-10	3-8	10-2

11-Team Schedule

Field or Court										
A	1-10	6-4	2-11	7-5	3-1	8-6	4-2	9-7	5-3	10-8	11-9
B	2-9	7-3	3-10	8-4	4-11	9-5	5-1	10-6	6-2	11-7	1-8
C	3-8	8-2	4-9	9-3	5-10	10-4	6-11	11-5	7-1	1-6	2-7
D	4-7	9-1	5-8	10-2	6-9	11-3	7-10	1-4	8-11	2-5	3-6
E	5-6	10-11	6-7	11-1	7-8	1-2	8-9	2-3	9-10	3-4	4-5

12-Team Schedule

Field or Court											
A	6-9	11-3	5-8	10-11	12-8	4-2	8-1	9-3	4-7	7-12	1-9
B	3-12	10-4	2-11	9-12	4-5	5-12	9-7	6-1	3-8	6-2	10-8
C	4-11	8-6	12-1	8-2	3-6	7-10	10-6	7-5	1-11	9-10	2-5
D	5-10	9-5	6-7	1-5	2-7	6-11	2-3	8-4	12-10	4-1	3-4
E	2-1	1-7	3-10	6-4	10-1	8-9	12-4	11-12	2-9	5-3	11-7
F	7-8	12-2	4-9	7-3	11-9	1-3	11-5	10-2	5-6	8-11	12-6

13-Team Schedule

Field or Court													
A	1-12	7-5	2-13	8-6	3-1	9-7	4-2	10-8	5-3	11-9	6-4	12-10	13-11
B	2-11	8-4	3-12	9-5	4-13	10-6	5-1	11-7	6-2	12-8	7-3	13-9	1-10
C	3-10	9-3	4-11	10-4	5-12	11-5	6-13	12-6	7-1	13-7	8-2	1-8	2-9
D	4-9	10-2	5-10	11-3	6-11	12-4	7-12	13-5	8-13	1-6	9-1	2-7	3-8
E	5-8	11-1	6-9	12-2	7-10	13-3	8-11	1-4	9-12	2-5	10-13	3-6	4-7
F	6-7	12-13	7-8	13-1	8-9	1-2	9-10	2-3	10-11	3-4	11-12	4-5	5-6

14-Team Schedule

Field or Court													
A	2-1	13-14	4-7	7-12	11-5	2-11	5-3	1-9	7-8	10-13	14-6	8-4	12-10
B	3-14	1-7	5-6	8-11	12-4	3-10	6-2	10-8	14-1	11-12	2-5	9-3	13-9
C	6-11	8-6	12-1	9-10	13-3	4-9	7-14	11-7	2-13	1-5	3-4	10-2	14-8
D	4-13	9-5	13-11	1-3	14-2	5-8	8-13	12-6	3-12	6-4	10-1	11-14	2-7
E	5-12	10-4	14-10	4-2	8-1	7-6	9-12	13-5	4-11	7-3	11-9	12-13	3-6
F	7-10	11-3	2-9	5-14	9-7	1-13	10-11	14-4	6-9	8-2	12-8	6-1	4-5
G	8-9	12-2	3-8	6-13	10-6	14-12	4-1	2-3	5-10	9-14	13-7	7-5	1-11

15-Team Schedule

Field or Court															
A.	1-14	8-6	2-15	9-7	3-1	10-8	4-2	11-9	5-3	11-10	6-4	13-11	7-5	14-12	15-13
B	2-13	9-5	3-14	10-6	4-15	11-7	5-1	12-8	6-2	13-9	7-3	14-10	8-4	15-11	1-12
C	3-12	10-4	4-13	11-5	5-14	12-6	6-15	13-7	7-1	14-8	8-2	15-9	9-3	1-10	2-11
D	4-11	11-3	5-12	12-4	6-13	13-5	7-14	14-6	8-15	15-7	9-1	1-8	10-2	2-9	3-10
E	5-10	12-2	6-11	13-3	7-12	14-4	8-13	15-5	9-14	1-6	10-15	2-7	11-1	3-8	4-9
F	6-9	13-1	7-10	14-2	8-11	15-3	9-12	1-4	10-13	2-5	11-14	3-6	12-15	4-7	5-8
G	7-8	14-15	8-9	15-1	9-10	1-2	10-11	2-3	11-12	3-4	12-13	4-5	13-14	5-6	6-7

13-Team Schedule

Field or Court													
A	1-12	7-5	2-13	8-6	3-1	9-7	4-2	10-8	5-3	11-9	6-4	12-10	13-11
B	2-11	8-4	3-12	9-5	4-13	10-6	5-1	11-7	6-2	12-8	7-3	13-9	1-10
C	3-10	9-3	4-11	10-4	5-12	11-5	6-13	12-6	7-1	13-7	8-2	1-8	2-9
D	4-9	10-2	5-10	11-3	6-11	12-4	7-12	13-5	8-13	1-6	9-1	2-7	3-8
E	5-8	11-1	6-9	12-2	7-10	13-3	8-11	1-4	9-12	2-5	10-13	3-6	4-7
F	6-7	12-13	7-8	13-1	8-9	1-2	9-10	2-3	10-11	3-4	11-12	4-5	5-6

14-Team Schedule

Field or Court													
A	2-1	13-14	4-7	7-12	11-5	2-11	5-3	1-9	7-8	10-13	14-6	8-4	12-10
B	3-14	1-7	5-6	8-11	12-4	3-10	6-2	10-8	14-1	11-12	2-5	9-3	13-9
C	6-11	8-6	12-1	9-10	13-3	4-9	7-14	11-7	2-13	1-5	3-4	10-2	14-8
D	4-13	9-5	13-11	1-3	14-2	5-8	8-13	12-6	3-12	6-4	10-1	11-14	2-7
E	5-12	10-4	14-10	4-2	8-1	7-6	9-12	13-5	4-11	7-3	11-9	12-13	3-6
F	7-10	11-3	2-9	5-14	9-7	1-13	10-11	14-4	6-9	8-2	12-8	6-1	4-5
G	8-9	12-2	3-8	6-13	10-6	14-12	4-1	2-3	5-10	9-14	13-7	7-5	1-11

15-Team Schedule

Field or Court															
A.	1-14	8-6	2-15	9-7	3-1	10-8	4-2	11-9	5-3	11-10	6-4	13-11	7-5	14-12	15-13
B	2-13	9-5	3-14	10-6	4-15	11-7	5-1	12-8	6-2	13-9	7-3	14-10	8-4	15-11	1-12
C	3-12	10-4	4-13	11-5	5-14	12-6	6-15	13-7	7-1	14-8	8-2	15-9	9-3	1-10	2-11
D	4-11	11-3	5-12	12-4	6-13	13-5	7-14	14-6	8-15	15-7	9-1	1-8	10-2	2-9	3-10
E	5-10	12-2	6-11	13-3	7-12	14-4	8-13	15-5	9-14	1-6	10-15	2-7	11-1	3-8	4-9
F	6-9	13-1	7-10	14-2	8-11	15-3	9-12	1-4	10-13	2-5	11-14	3-6	12-15	4-7	5-8
G	7-8	14-15	8-9	15-1	9-10	1-2	10-11	2-3	11-12	3-4	12-13	4-5	13-14	5-6	6-7

16-Team Schedule

Field or Court															
A	2-1	14-15	2-7	11-16	13-9	5-12	6-4	10-1	7-8	10-13	14-4	3-10	6-15	11-5	14-12
B	3-16	1-7	4-5	10-2	16-6	4-13	8-2	12-8	1-15	11-12	15-3	4-9	7-14	10-6	2-9
C	4-15	8-6	12-1	12-15	12-10	3-14	7-3	11-9	16-14	4-1	16-2	5-8	8-13	9-7	16-10
D	5-14	10-4	16-8	13-14	2-5	6-11	9-16	13-7	4-11	5-3	1-9	6-7	9-12	8-1	15-11
E	6-13	9-5	13-11	6-1	3-4	7-10	10-15	15-5	3-12	7-16	13-5	16-12	10-11	14-2	3-8
F	7-12	11-3	14-10	7-5	1-11	8-9	11-14	14-6	2-13	6-2	10-8	15-13	1-3	15-16	4-7
G	8-11	12-2	15-9	9-3	15-7	16-1	12-13	16-4	5-10	8-15	12-6	14-1	4-2	13-3	5-6
H	9-10	13-16	3-6	8-4	14-8	2-15	1-5	2-3	6-9	9-14	11-7	2-11	5-16	12-4	1-13

17-Team Schedule

Field or Court																
A	1-16	9-7	2-17	10-8	3-1	11-9	4-2	12-10	5-3	13-11	6-4	14-12	7-5	15-13	8-6	16-14	17-15
B	2-15	10-6	3-16	11-7	4-17	12-8	5-1	13-9	6-2	14-10	7-3	15-11	8-4	16-12	9-5	17-13	1-14
C	3-14	11-5	4-15	12-6	5-16	13-7	6-17	14-8	7-1	15-9	8-2	16-10	9-3	17-11	10-4	1-12	2-13
D	4-13	12-4	5-14	13-5	5-15	14-6	7-15	15-7	8-17	16-8	9-1	17-9	10-2	1-10	11-3	2-11	3-12
E	5-12	13-3	6-13	14-4	7-14	15-5	8-15	16-6	9-16	17-7	10-17	1-8	11-1	2-9	12-2	3-10	4-11
F	6-11	14-2	7-12	15-3	8-13	16-4	9-14	17-5	10-15	1-6	11-16	2-7	12-17	3-8	13-1	4-9	5-10
G	7-10	15-1	8-11	16-2	9-12	17-3	10-13	1-4	11-14	2-5	12-15	3-6	13-16	4-7	14-17	5-8	6-9
H	8-9	16-17	9-10	17-1	10-11	1-2	11-12	2-3	12-13	3-4	13-14	4-5	14-15	5-6	15-16	6-7	7-8

18-Team Schedule

Field or Court																	
A	2-1	15-16	4-5	6-11	9-16	13-5	17-11	7-5	1-11	7-8	10-13	14-2	18-8	5-14	6-4	12-8	16-14
B	3-18	1-7	2-5	8-9	10-15	14-4	5-6	8-4	12-10	15-1	11-12	15-18	2-7	6-13	9-18	17-3	17-13
C	5-16	8-6	12-1	7-10	11-14	15-3	2-9	11-18	12-9	17-15	1-3	16-17	4-5	7-12	10-17	14-6	18-12
D	4-17	9-5	13-11	1-17	12-13	12-6	4-7	10-2	14-8	18-14	4-2	8-1	3-6	9-10	11-16	15-5	2-11
E	6-15	14-17	14-10	18-16	4-1	17-18	3-8	9-3	15-7	2-13	5-18	9-7	1-13	8-11	12-15	16-4	5-7
F	7-14	3-11	15-9	2-15	5-3	10-8	18-10	12-17	16-6	3-12	5-17	11-5	13-12	18-1	13-14	13-7	14-9
G	8-13	12-2	16-8	3-14	7-18	1-9	14-1	13-16	17-5	4-11	7-16	10-6	17-9	4-15	1-5	18-2	8-10
H	9-12	13-18	17-7	4-13	6-3	11-7	15-13	14-15	18-4	5-10	8-15	12-4	16-10	3-16	8-2	10-1	3-4
I	10-11	10-4	18-6	5-12	8-17	16-2	16-12	6-1	2-3	6-9	9-14	13-3	15-11	2-17	7-3	11-9	1-15

APPENDIX F

RECOMMENDED EQUIPMENT CHECKLIST

SUGGESTIONS FOR EQUIPMENT, CHALLENGE COURSES AND TRACKS

In the selection of equipment there are several important considerations that must be made.

1. What facilities are available or obtainable for instruction as well as storage?
2. What is the class size, not the average, but the largest to be taught at one time?
3. What are the interests or potential interests of the community being served?
4. In what areas do the instructors have enough competence to teach effectively?
5. What is the attitude of the administration? Do they want the most serviceable equipment or the lowest bid? Do they want an instructional program or a recreational program?

The attached lists are not intended to be all-inclusive but indicate what is generally needed for a good instructional program. Individual conditions or innovations may render some of this equipment unnecessary or require additional equipment. Equipment is listed as to number of items or as ratios of number of items to number of students in the largest class.

SUGGESTED MIDDLE AND SENIOR HIGH SCHOOL EQUIPMENT LIST

KEY

1 = S = Ratio of number of items to number of students in the largest class. If not stated as a ratio, it is number per school based on approximately 600 enrollment.

AMOUNT	ARCHERY
1 - 2	Bows - 24 - 20# bows
	Senior High 3/20 6/25 6/30 6/35 3/40
24	Junior High 20#
1 - 1	Arrows flu flu target
6 - 1	Target arrows
1 - 1	Arm guards
1 - 2	Finger tabs or glove attachments
1 - 8	48" Targets
1 - 8	Target stands
1 - 2	48" Target faces
1 Dozen (extra)	Nylon bow strings
1 - 4	Ground quivers
1 - 8	Plastic target covers
10 - 8	10' x 60' Backdrop (if taught in a confined area)
1 - 24	Equipment racks (portable)
	GOLF
	Starter sets with bags
1 - 10	Irons and woods (senior high only)
1 - 3	Putters (10 RH, 2 LH)
1 - 3	9 Irons (10 RH, 2 LH)
1 - 3	5 Irons (10 RH, 2 LH)
1 - 2	3 Woods (10 RH, 2 LH)
6 - 1	Plastic practice balls
6 - 1	Golf balls
1 - 10	Golf bags (Sunday)
1 - 2	15" x 18" putting strips of carpet
1 - 6	Putting boards

BOWLING

1 - 6	Complete lane setup (use in conjunction with bowling lanes if possible)

BADMINTON

1 - 1	Racquets
1 - 1	Shuttlecocks (plastic)
1 - 2	Shuttlecocks (feathered) (senior high only)
1 - 6	Badminton nets

PICKLEBALL

1 - 1	Paddles
1 - 2	Whiffle balls
1 - 4	Badminton nets

TENNIS

1 - 1	Tennis racquets with presses
3 - 1	Tennis balls
1 - 15	Shag bags
1 - 2	Stroke developers (several different types)
1 - 20	Tennis storage rack

GYMNASTICS AND DEVELOPMENTAL ACTIVITIES

1 - 6	5' x 10' mats
1 - 40	Beat board
1 - 40	Mini-tramp
1 - 40	Vaulting box
1 - 20	Rolly poly
1 - 20	Tumbling belt
1 - 40	Balance beam
1 - 40	Side horse
1 set - 40	Still rings
1 - 10	Climbing ropes
1 set - 40	P-bars with uneven attachment
1 - 40	Horizontal bar
1 - 40	Low p-bars

WRESTLING

If at all possible, have a wrestling mat. If unable, use mats above with cover.

RHYTHMIC ACTIVITIES

Modern Dance	
1	Record player, variable speed with mike
3	Special modern dance albums (teacher's choice)
1	Dance drum and head beater
Folk and Square Dance	
2	Square dance albums (teacher's choice)
2	Folk dance albums (teacher's choice)
Aerobic Dance	
1	Record player, tape player
3	Aerobic dance albums (teacher's choice)
Rhythmic Games	
1 - 2	Bamboo poles (Tinikling)
1 - 2	2" x 4" blocks 24" long
Rhythmic Exercises	
2	Bonnie Pruden records
Rhythmic Rope Skipping	
2	Rope skipping records
1 - 1	8 - 10 feet length jump ropes

TEAM ACTIVITIES

Basketball	
1 - 4	Rubber basketballs
1 - 6	Basketball goals
Football	
1 - 4	Rubber footballs

234

235

TEAM ACTIVITIES (continued)

Softball	
1 - 2	Rubber covered softballs
1 - 2	Softball bats (assorted length)
1 - 15	Sets of softball bases including home plates
1 - 15	Protective catchers' face masks
Volleyball	
1 - 4	Volleyballs
1 - 6	Volleyball nets
Soccer	
1 - 4	Soccer balls
Track and Field	
1 - 20	12 pound shot puts (senior high)
1 - 20	8 pound shot puts (junior high)
1 - 40	Set high jump standards
1 - 40	Jump stand rope
1 - 6	Stop watches
1 - 40	100 ft. plastic measuring tapes
1 - 20	50 ft. plastic measuring tapes
1 - 2	Batons (homemade)

ESSENTIAL MISCELLANEOUS ITEMS - Per Department

2	Tug-a-war ropes
2	Table pump inflators
2 Dozen	Field markers (commercial or homemade)
2 Dozen	Whistles
8	Eye glass protectors
1	Marking pen set
1	First aid kit
8	Outdoor portable standards (homemade)
8	Indoor portable standards (homemade)
	Marking dust (as needed)
1 Dozen	Equipment bags
	Weights for circuit training
2	Height and weight scales

RECREATIONAL ACTIVITIES - Per Department

2 sets	Table tennis table, paddles, balls and nets
2 sets	Shuffle board sticks and pucks
2 sets	Deck tennis rings
2 sets	Paddle tennis paddles, nets and balls
4 sets	Tether balls and poles
2 sets	Horseshoes

These activities can be taught as a unit in conjunction with one another

APPENDIX G

THE USE OF TRAMPOLINES AND MINITRAMPS IN PHYSICAL EDUCATION

(A Position Statement Approved by the American Alliance for Health, Physical Education, Recreation and Dance)

Over the years, trampoline accidents have resulted in a significant number of cases of quadriplegia. The annual frequency appears to be low yet persistent. Late in 1977, the American Academy of Pediatrics took a public position that the trampoline was posing an undue risk of serious injury and therefore warned that it should not be utilized as a competitive sport nor as an activity within physical education.

Subsequently, further examination of injury patterns and the benefits justifying selective inclusion of the trampoline within a physical education program, whether in educational institutions or recreational setting, has permitted the American Alliance for Health, Physical Education and Recreation to formulate the following statement.

Risk of injury, including serious injury, accompanies many physical activities enjoyed by young persons, even under the best of conditions. The vast majority of known cases of quadriplegia resulting from trampoline accidents have stemmed from improper execution of a somersault. While there is little encouragement for trampolining as an interscholastic or intercollegiate event, the use of the trampoline in physical education classes does not apparently constitute an unreasonable risk of serious injury providing the following controls are ensured:

1. That the program is offered as an elective. No student should be required to engage in trampolining. It follows that all new participants should be helped to appreciate the risks of this activity and the measures being taken to control those risks.

2. That the program is supervised by an instructor with professional preparation in teaching trampolining. This implies that the selection of skills being taught are commensurate with the readiness of the student in a proper progressive manner, and that reminders of injury control measures are incorporated in the teaching process. By supervision is meant direct observation of the activity plus intervention capabilities when warranted.

3. That spotters be in position whenever the trampoline is being used and that all students (and teaching aides, if used) be trained by the instructor in the principles and techniques of spotting.

4. That the somersault not be permitted to be attempted in regular classes. If special opportunities exist in the physical education program for advanced students with demonstrated proficiency, the foot-to-foot somersault may be taught if the safety harness is used and if the objective clearly is not to wean the student away from the harness to execute skills involving the somersault. The safety harness must be controlled by persons trained by the instructor and capable for this task.

5. That the apparatus be locked, and otherwise secured as best the facilities provide, to prevent unauthorized and unsupervised use.

6. That the apparatus be erected, inspected, and maintained in accordance with the manufacturer's recommendations.

7. That policies for emergency care be preplanned and actively understood by all affected personnel. This includes first aid competency at hand, class supervision during the initial management of the injured student, communicative accessibility to appropriate medical assistance when needed, and transportation capability to appropriate medical facility when needed.

8. That participation and accident records be maintained for the trampoline and other gymnastic apparatus and periodically be analyzed.

The minitramp, while different in nature and purpose from the trampoline, shares its association with risk of spinal cord injury from poorly executed somersaults. The best of mats do not provide substantial protection from the minitramp accident that leads to quadriplegia. As recommended for trampoline safety, the minitramp should constitute an elective activity requiring competent instruction and supervision, spotters trained for that function, emphasis on the danger of somersaults and dive-rolls, security against unsupervised use, proper erection and maintenance of the apparatus, a plan for emergency care should an accident occur, and documentation of participation and of any accidents which occur.

ANNOTATED BIBLIOGRAPHY

Basic Guidelines for Physical Education, Albert A. Alexander, State Department of Education, Hartford, Conn., 1973 -- Chapter dealing with policies and procedures related to facilities, equipment, supplies, program management.

BIBLIOGRAPHY

Brown, Camille and Rosalind Cassidy, Theory of Physical Education: A Guide To Program Change. Philadelphia: Lea and Febiger, 1963.

Bucher, Charles A. Foundations of Physical Education (Chapter 13), St. Louis: C.V. Mosby Co., 1968.

Cooper, M.D., Kenneth H. The New Aerobics. New York: Bantam Books, 1972.

Hooks, Gene. Application of Weight Training to Athletics. Englewood Cliffs, N.J.: Prentice Hall.

Meredith, F.L., Irwin, Leslie W. and Slaton, Wesley M. Health and Fitness (4th Edition). Boston: D.C. Heath

NAPECW and NCPEAM. Quest (Monograph No. 2). Tuscon, Arisona: April, 1964.

Nixon, John E. and Dewitt, Ann E. Physical Education Curriculum. New York: Ronald Press Co., 1964.

Physical Education Activity Series. Dubuque, Iowa: Wm C. Brown.
Sorani, Robert P. Circuit Training
Mott, Jane. Conditioning for Women.
Pierson, William R. Isometric Exercise.
Rici, Benjamin, Physical and Physiological Conditioning for Men.
Rasch, Phillip J. Weight Training

President's Council on Physical Fitness and Sports, Superintendent of Documents, Government Printing Office. Washington, D.C.
Youth Physical Fitness
Adult Physical Fitness
Vim - Girls 12-18
Vigor - Boys 12-18

Royal Canadian Air Force. Exercise Plans for Physical Fitness. New York: Pocket Books.

Steinhaus, Arthur H. How to Keep Fit and Like It. Chicago: Dartnell Corp.

American Alliance for Health, Physical Education Recreation and Dance, (AAHPERD). Assessment Guide for Secondary School Physical Education Programs. 1900 Association Drive, Reston, VA 22091, 1977.

AAHPERD. Personalized Learning in Physical Education. 1900 Association Drive, Reston, VA 22091, 1976.

AAHPERD. Ideas for Secondary School Physical Education. 1900 Association Drive, Reston, VA 22091, 1976.

AAHPERD. Reliability Theory. 1900 Association Drive, Reston, VA 22091. 1976.

AAHPERD. Rules for Coeducational Activities and Sports. 1900 Association Drive, Reston, VA 22091.

AAHPERD. Organizational Patterns for Instruction in Physical Education. 1900 Association Dr., Reston, VA 22091, 1971.

AAHPERD. Proficiency Testing for Physical Education. 1900 Association Dr. Reston, VA 22091, 1974.

AAHPERD. Youth Fitness Test Manual, Revised 1976 Edition. 1900 Association Dr., Reston, VA 22091.

AAHPERD. Basketball Skills Test Manual for Girls. 1900 Association Dr., Reston, VA 22091, 1966.

AAHPERD. Football Skills Test Manual. 1900 Association Drive, Reston, VA 22091, 1965.

AAHPERD. Volleyball Skills Test Manual for Boys and Girls. 1900 Association Dr., Reston, VA. 22091, 1969.

AAHPERD. Softball Skills Test Manual for Girls. 1900 Association Dr., Reston, VA 20091, 1966.

Bailey, Covert, Fit or Fat. Houghton Mifflin Co. 1978.

Blanchard, Vaughn S., and Collins, Laurentine B. A Modern Program of Physical Education. New York: A.S. Barnes & Co., 1940.

Bookwaher, Karl, "Meeting the Needs for Fitness Through the School Programs of Health, Physical Education and Recreation", 60th Annual Proceedings, College Physical Education Association, 1957.

California Department of Education. California Physical Performance Tests. State Department of Education. Sacramento, California: 1962.

Cowell, Charles C. Scientific Foundations of Physical Education. New York: Harper & Brothers, 1953. Chapter 8, "Problems of Curriculum and Method".

Cowell, Charles C., and Hazelton, Helen W. Curriculum Design in Physical Education. New York: Prentice Hall, 1955. Chapter 8, "Organizing Learning Experiences".

Cowell, Charles C., and Schwehn, Hilda M. Modern Principles and Methods in High School Physical Education. Boston: Allyn and Bacon. Chapter 7, "Organization of Learning".

Educational Testing Service Handbook, The AAHPER Cooperative Physical Education Tests. Princeton: 1971.

Harrow, Anita J. A Taxonomy of the Psychomotor Domain. New York: David McKay, 1972.

Knapp, Clyde, and Jewell, Ann E. Physical Education: Student and Beginning Teaching. New York: McGraw-Hill Book Co., 1957, "Planning for First Teaching".

Kozman, Hilda Clute, Cassidy, Rosalind, and Jackson, Chester O. Methods in Physical Education. Philadelphia: W.B. Saunders, 1952 (revised edition). Chapter 10, "Organizing Units of Instruction".

LaPorte, William Ralph. The Physical Education Curriculum (A National Program). Sixth Edition. Los Angeles: College Book Store.

Michigan Department of Education. Minimal Performance Objectives for Physical Education in Michigan. Lansing, Michigan: 1973.

Rodgers, Elizabeth G. An Experimental Investigation of the Teaching of Team Games. New York: Teachers College, Columbia University, Bureau of Publications, 1936.

Shaplin, Judson T., and Olsdon, Henry I. Team Teaching. New York: Harper & Row Publishers.

Williams, Jesse Feiring. The Principles of Physical Education. Sixth Edition. Philadelphia: W.B. Saunders, Chapter 10, "Principles of Methods".

Note: Items published by AAHPERD are all available from American Alliance of Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091

AAHPERD, Curriculum Design: Purpose and Process in Physical Education Teaching-Learning. Reston, VA 1977.

AAHPERD. Development of Human Values Through Sport. Reston, VA: 1974.

AAHPERD. Ideas for Secondary School Physical Education. Reston, VA: 1976.

AAHPERD. Organizational Patterns for Instruction in Physical Education. Reston, VA: 1971.

AAHPERD. PEPI Project. Reston, VA

AAHPERD. Physical Education for High School Students. Reston, VA

Bookwater, Karl W. Physical Education in the Secondary Schools. Center for Applied Research in Education, 1964.

Brown, Camille and Latchaw, Marjorie. The Education Process in Health Education, Physical Education and Recreation, Englewood Cliffs, N.J.: Prentice-Hall, 1962, P. 178.

Cowell, Chas. C. and Schwehn, Hilda M. Modern Principles and Methods in Secondary School Physical Education. Second Edition. Boston: Allyn and Bacon.

Daughtrey, Greyson, Methods in Physical Education and Health for Secondary Schools. Philadelphia: W.B. Saunders, 1967.

Douglas, Harl R. The High School Curriculum. Third Edition. New York: Ronald Press.

Harrow, Anita. A Taxonomy of the Psychomotor Domain. New York: David McKay Co., 1972.

Miller, Arthur G. and Massey, Dorothy M A Dynamic Concept of Physical Education for Secondary Schools. Englewood Cliffs, N.J.: Prentice-Hall.

Nixon, John E., Flanagan, Lance and Frederickson, Florence S. An Introduction to Physical Education. Philadelphia W. B. Saunders.

Oberteuffer, Delbert and Ulrich, Celeste. Physical Education. Third Edition. New York: Harper and Row.

Robb, Felix C. and Taylor, R. Robb. The Academic President-Educator or Caretaker? New York: McGraw-Hill, 1964.

Welter, Rush. Popular Education and Democratic Thought in America. New York, Columbia University Press, 1964.

AAHPERD. Archery Skills Test Manual, 1967.

AAHPERD. Basketball Skills Test Manual for Boys, 1963.

AAHPERD. Basketball Skills Test Manual for Girls, 1967.

AAHPERD. Casting and Angling, 1967.

AAHPERD, Football Skills Test Manual for Boys, 1963.

AAHPERD. Proficiency Testing for Physical Education, 1974.

AAHPERD. Reliability Theory, 1976.

AAHPERD. Softball Skills Test Manual for Boys, 1963.

AAHPERD. Softball Skills Test Manual for Girls, 1963.

AAHPERD. Speedball for Men. 1967.

AAHPERD. Youth Fitness Test Manual, 1976.

AAHPERD, Aquatics, 1975-77

AAHPERD. Archery, Golf, 1977-78

AAHPERD. Basketball, 1977-78

AAHPERD. Basketball, Volleyball, Tips & Techniques for Teachers and Coaches, 1977-79

AAHPERD. Competitive Swimming and Diving, 1977-78

AAHPERD. Field Hockey-Lacrosse, 1976-78.

AAHPERD. Gymnastics, 1975-77

AAHPERD. Outing Activities and Winter Sports, 1973-75

AAHPERD. Skiing, 1977-78

AAHPERD. Soccer-Speedball, Flag Football, 1976-78.

AAHPERD. Softball, 1976-78.

AAHPERD. Tennis-Badminton, Squash, 1976-78.

AAHPERD. Track and Field, 1977-78.

AAHPERD. Volleyball, 1977-78.

AAHPERD. Selected Aquatics Articles, 1964.

AAHPERD. Selected Basketball Articles, 1964.

AAHPERD. Selected Fencing Articles, 1971.

AAHPERD. Selected Field Hockey-Lacrosse Articles, 1963, 1971.

AAHPERD. Selected Gymnastics Articles, 1971.

AAHPERD. Selected Riding Articles, 1963.

AAHPERD. Selected Soccer-Speedball Articles, 1963.

AAHPERD. Selected Softball Articles, 1962, 1962-70.

AAHPERD. Selected Tennis-Badminton Articles, 1963, 1970.

AAHPERD. Selected Track and Field Articles, 1972.

AAHPERD. Selected Volleyball Articles, 1960.

Adult Physical Fitness, Washington, D.C.: President's Council on Physical Fitness and Sports.

Accas, Gene and Eckstein, J.H. How to Protect Yourself on the Streets and in Your Home. New York: Pocket Books, 1965.

Ainsworth, Dorothy, et.al., Individual Sports for Women. Philadelphia: W.B. Saunders Co., 1967.

Allen, George H. Encyclopedia of Football. New York: Prentice Hall.

Allen, Tommie C. Better Basketball. New York: Prentice Hall.

Amateur Softball Association of America. Official Softball Guide and Rule Book. Newark: ASAA.

American Academy of Orthopedic Surgeons. Measuring and Recording of Joint Motion. Chicago: 1963.

American National Red Cross. Instructor's Guide: Survival Swimming (Publication 1059) Washington, D.C.: American Red Cross, 1966.

American National Red Cross, Swimming and Lifesaving (Publication 1030) Washington, D.C.: American Red Cross.

Babbitt, Diane H. and Werner, Haas, Gymnastics Apparatus Exercises for Girls. New York: Ronald Press, 1964.

Bale, Robert O. Outdoor Living. Minneapolis: Burgess Co., 1966.

Baley, James A. Gymnastics in the Schools. Boston: Allyn & Bacon, 1965.

Barrow, Harold M., et.al. Physical Education Syllabus. Minneapolis: Burgess, 1966.

Barrow, Harold M. and Rosemary McGee, A Practical Approach to Measurement in Physical Education. Philadelphia: Lea & Febiger, 1965.

Baumgartner, Ted. A. and Jackson, Andrew S. Measurement for Evaluation in Physical Education. New York: Houghton-Mifflin, 1975.

Bee, Claire. The Basketball Library, New York: A.S. Barren.

Bender, J.A., Kaplan, Harold M. and Johnson, Alex J. "Isometrics" and "Isometric Strength Needs in Athletic Skills", Journal of Health, Physical Education and Recreation, NEA, 34, May and September, 1963.

Bierman, William and Sidney Licht. Physical Medicine in General Practice, New York: Paul B. Hoeber, 1952.

Bower, Muriel and M. Torao. Fencing. W.C. Brown, 1966.

Bresnahan, George T., et.al. Track and Field Athletics, C.V. Mosby and Co.

Bucher, Charles A. Foundations of Physical Education. St. Louis: C.V. Mosby Co., 1968.

Bunn, John W. Scientific Principles of Coaching, Englewood Cliffs, N.J.: Prentice-Hall, 1962.

253

254

Burn, John W. Basketball Methods. New York: A.S. Barren.

Carlile, Forbes, "Ten Principles of Training", Track Techniques V.I., Sept. 1960, pg. 23.

Clark, D.M. Public School Scrimping. Palo Alto: Stanford University Press, 1951.

Clark, H. Harrison and Clark, David H. Developmental and Adapted Physical Education, Englewood, N.J. Prentice-Hall, 1963

Collins, D. Ray and Patrick Hodges. A Comprehensive Guide to Sports Skills Tests and Measurement. Springfield, Ill: Charles C. Thomas Co. 1978.

Corrective Physical Education: Teaching Guide for Junior and Senior High Schools. Los Angeles City Schools, Division of Instructional Services, Pub. No. SC-566, 1958.

Corrective Physical Education. Wilmington, Delaware: Wilmington Public Schools, 1962.

Counsilman, James and Barbara Drinkwater. Beginning Skin and Scuba Diving. Belmont, California: Wadsworth Pub., 1964.

Cowell, Charles C. and Schwehn, Hilda M. Modern Principles and Methods in Secondary School Physical Education. Boston: Allyn and Bacon, 1965.

Daniels, Arthur S. Adapted Physical Education. New York: Harper and Row, 1954.

Darrow, May Goodall. The Posture Problem Up to Date. New York: Vantage Press, 1959.

Davies, Evelyn A. The Elementary School Child and His Posture Patterns. New York: Appleton-Century-Crofts, 1958.

Dean, Everett S. Progressive Basketball. Englewood, Cliffs, N.J.: Prentice-Hall.

DeCarlo, Tom. Handbook of Progressive Gymnastic, Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Delano, Anne, Field Hockey. William C. Brown, 1967.

DeWitt, R.T. Teaching Individual and Team Sports. Englewood Cliffs, N.J.: Prentice-Hall, 1953.

Doherty, D. Kenneth, "The Nature of Endurance Running", Journal AAHPER, 34(4), 1964.

255

256

Huff, Bob. Weight Lifting. Pennsylvania: Strength and Health Pub. Co.,

Jaeger, Eloise M. and Larry Leighton. Teaching Tennis for School and Recreation Programs. Minneapolis: Burgess Pub. 1963.

Kasch, Fred W. and Boyer, John C. Adult Fitness, Principles and Practices. Greely, Colorado: All American Productions and Publications, 1968.

Kim, Daeshik, Judo. Dubuque: William C. Brown, 1968.

Kobayashi, Kiyoshi and Sharp, Harold E. The Sport of Judo. Rutland, VT: C.E. Tuttle, 1962.

Kodokan, Ed. What is Judo? Tokyo: Japan Publication Trading, 1960.

LaDue, Frank. This is Trampolining. Cedar Rapids, Iowa: Nissen Trampoline, 1960.

Lankford, Anne E. Physical Education Activities for Girls and Women. Dubuque, Iowa: Wm. C. Brown, 1967.

Lanoue, Fred. Drownproofing-A New Technique for Water Safety, Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Laveags, Robert. Volleyball. New York: A.S. Banner.

Leighton, Harry. Tennis Instructor's Guide and How to Improve Your Tennis, Athletic Institute.

Leland, Tom W. "A Psychotherapist and the Oriental Martial Arts," Voice, Journal of the American Academy of Psychotherapists, 2, 1962.

Logan, Gene A. Adaptations of Muscular Activity. Belmont, Calif: Wadsworth Pub. 1964.

Logan, Gene A., et.al. Student Handbook for Adapted Physical Education. Dubuque: Wm. C. Brown, 1960.

Koken, Newton C. and Willoughby, Robert J. Complete Book of Gymnastics. Englewood Cliffs, N.J.: Prentice-Hall, 1960.

Howman, Charles Leroy and Young, Carl Haven. Postural Fitness. Philadelphia: Lea & Febiger, 1960.

Mackey, Helen T. Field Hockey and International Team Sport. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Manley, Helen and Drury, M.F. Education Through School Camping. St. Louis: C.V.Mosby.

Martin, Joan L. Bowling. Dubuque: Wm. C. Brown, 1966.

Martin, Robert A. and Hipwood, Stanley D. "Eight Minutes for Fitness", Journal AAHPER, V. 36, 1965.

Mathews, Donald K., Kruse, Robert and Shaw, Virginia. The Science of Physical Education for Handicapped Children. New York: Harper and Brothers, 1962.

McKinney, Wayne C. Archery. Dubuque: Wm C. Brown Co.

Metheny, Eleanor, Body Dynamics. New York: MCGraw-Hill, 1952.

Meyers, Carlson R. and Blesh, Erwin V. Measurement in Physical Education. New York, Ronald Press, 1962.

Meyer, Margaret H. and Schwary, M.H. Team Sports for Girls and Women. Philadelphia: W.B. Saunders, 1965.

Miller, Arthur G. and Massey, M. Dorothy. A Dynamic Concept of Physical Education for Secondary Schools. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Mitchell, E.D. Sports for Recreation. New York: Ronald Press, 1952.

Mohr, Dorothy R. and Veoneer, Elmor L. Physical Education for High School Students. Washington, D.S.: AAHPER.

Morehouse, Lanore and Francher, Leonard. Knowing Your Canoeing. Chicago, IL: American Canoe Assn., 1950.

Morehouse, L.E. and Miller, Augustus T. Physiology of Exercise, St. Louis: C.V. Mosby, 1967.

Mueller, Grover W. and Christaldi, Josephine, Remedial Physical Education. Philadelphia: Lea & Febiger, 1966.

Murphy, Bill and Murphy, Chet. Tennis for Beginners. New York: Ronald Press, 1958.

Murray, Dim and Karpovick, Peter. Weight Training and Athletics. Englewood Cliffs, N.J.: Prentice-Hall Inc. 1962.

NAACC, "Manual for Tournament Fly and Bait Casting", American Casting Assn. P.O. Box 51, Nashville, Tenn. 37202.

NAACC, "Skish Guide", American Casting Assn. P.O. Box 51, Nashville, Tenn, 37202.

Nance, Virginia and Davis, Elwood, Golf, Dubuque: Wm. C. Brown.

National Section for Girls and Women's Sports. Official Tennis. Washington, D.C.: Badminton Guide.

NCAA Official Soccer. Forrest Hills, New York: National Collegiate Athletic Assn.

Newson, Helen, Basketball for the High School Coach and Physical Education Teacher. Dubuque: Wm. C. Brown.

Nishiyam, H. and Brown, R. Karate. Rutland, VT: C.E. Tuttle, 1959.

Nona, Arthur T. Softball. New York: A.S. Banner.

Norman, Randi, Gymnastics for Girls and Women. Dubuque: Wm. C. Brown, 1965.

Official AAU Rules for Competitive and Synchronized Swimming, Diving and Polo. New York: AAU.

Official Handbook of Field Archery. Redlands, CA: National Field Archery Assn, Rt. 2, Box 514.

Oyama, Mas. This is Karate. Tokyo: Japan Publication Trading Co., 1965.

Oyama, Mas. What is Karate? Tokyo: Japan Publication Trading Co., 1963.

Guidelines for Adapted Physical Education. Harrisburg, PA: Dept. of Public Instruction. 1966.

Pierson, William R. Isometric Exercise. (Physical Education Activity Series) Dubuque: Wm. C. Brown.

Phondorf, Richard H., "Swimming and Fitness", Journal AAHPER, 35(1), 1964.

Rasch, Philip D. Weight Training (Physical Education Activity Series) Dubuque: Wm. C. Brown.

Rathbone, Josephine L. Corrective Physical Education. Philadelphia: W.B. Saunders, 1959.

Remedial Physical Education. Philadelphia: School District of Philadelphia, 1962.

Royce, Patrick M. Sailing Illustrated. Newport Beach, CA: Royce Publications, 1960.

Rupp, Adolph. Rupp's Basketball. Englewood Cliffs, N.J.:Prentice-Hall.

Scott, Gladys M. and Ester French, Measurement and Evaluation in Physical Education. Dubuque: Wm. C. Brown, 1959.

Scott, Phoebe M. and Virginia R. Crofts. Track and Field for Girls and Women. New York: Appleton-Centure-Crofts, 1964.

Seaton, Clayton, et.al. Physical Education Handbook. Englewood Cliffs, N.J.:Prentice-Hill.

Shands, Alfred Rives and Beverly Raney Richard. Handbook of Orthopedic Survey. St. Louis: C.B. Mosby, 1964.

Smith, D.W., et.al. Outdoor Education. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Smoldaka, V. "Interval Training in Heart Disease", Journal of Sports Medicine, June, 1963.

Sorani, Robert. Circuit Training (Physical Education Activities Series) Dubuque: Wm. C. Brown.

Sports Illustrated Book of Fencing. Philadelphia: Lippincott, 1962.

Stafford, George T. Sports for the Handicapped. Englewood Cliffs, N.J. :Prentice-Hall, 1949.

Takagaki, S. and H.E. Sharp, The Techniques of Judo. Rutland: Tuttle Co., 1959.

Tegner, Bruce. Self-Defense for Women. Hollywood: Thor Publishing Co., 1961.

Tegner, Bruce and Alice McGrath. Self-Defense for Girls. Hollywood: Thor Publishing, 1957.

Track and Field Rule Book. Amateur Athletic Union.

Umbach, Arnold W. and Warren R. Johnson, Successful Wrestling. Dubuque: Wm. C. Brown, 1966.

Vannier, Mary Helen and Hollis Tait. Teaching Physical Education in Secondary Schools. Philadelphia: W.B. Saunders.

Vannier, Mary Helen and H.B. Poindexter, Individual and Team Sports for Girls and Women. Philadelphia: W.B. Saunders.

Varner, Margaret. Badminton. Dubuque: Wm C. Brown.

Vickers, Betty J. Teaching Synchronized Swimming. Englewood Cliffs, N.J.: Prentice-Hall, 1965.

263

264

Vickers, Betty J. and William J. Vincent. Swimming. (Physical Education Activity Series) Dubuque: Wm C. Brown, 1966.

Volleyball Offensive Guard. U.S. Volleyball Assn.

Welch, J. Edmund. How to Play and Teach Volleyball. Associated Press, 1960.

Wells, Katherine F. Kinesiology. Philadelphia: W.B. Saunders, 1960.

Wells, Katherine F. Posture Exercise Handbook. New York:Ronald Press, 1963.

Willgoose, Carl E. Evaluation in Health and Physical Education. New York: McGraw-Hill, 1961.

Williams, Marion and Catherine Worthingham. Therapeutic Exercise for Body Alignment and Function. Philadelphia: W.B. Saunders, 1957.

Wilson, R.I., Ed. Basic Instruction for Classes. Hickory Corners, MI: Professional Archers Assn, 1964.

Youth Physical Fitness. Washington, D.C.: President's Council on Physical Fitness and Sports. 1973.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Building, Boise, Idaho 83720, (208) 334-3301, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C.